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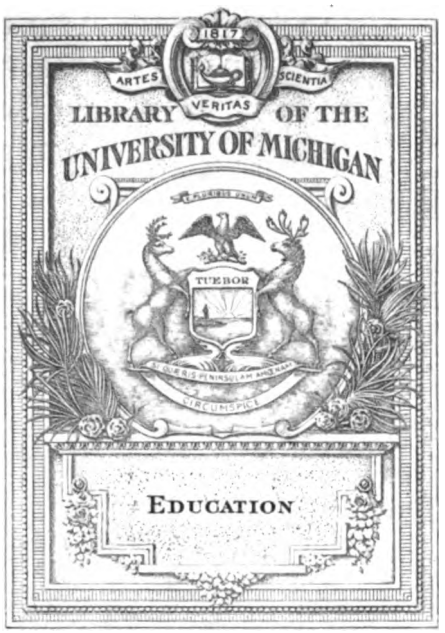

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JANUARY, 1938

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THE LAYMAN'S LIBRARY

XII.—LIFE IN ANCIENT GREECE

By A. D. FARRELL, M.A.

TO some people the study of what is ancient is in itself fascinating, and a sherd dug up from the Assyrian desert brings a satisfaction of its own. Others, perhaps the majority, are less moved by mere antiquity, but respond to any revelation of beauty, of culture, and of the fullness of life in the discovery of the past. To them the study of the soulless civilizations of the East may bring but a limited, intellectual pleasure, but as they turn to the life of the ancient Greeks, revealed partly by archaeology but more fully by their own great literature, they must find all the elements they seek, and moreover, are confronted by a way of life that is a perpetual challenge to the modern world.

In thinking of Greece we naturally think of Athens; and indeed Athens prided herself on being the schoolmistress of Hellas. But it must not be forgotten that in the Peloponnese was a State that rose to power long before Athens, and outlasted the period of Athenian greatness: a State as different from Athens as Hitler's Germany from France or England. Sparta was the great Nazi State of the Greek world. The young men of Sparta were taught to regard themselves as born to serve the State, and service to the State was not measured by intellectual or artistic pre-eminence but by prowess in war. Students of Greek history, while perhaps admiring Sparta, have found little to attract them in the dourness of her life; but it is not unlikely that if Greek history continues to be studied in Germany, Athens may be neglected and research directed rather to the totalitarianism of Sparta.

To turn from Sparta to Athens is to pass from darkness to light. And indeed, there was felt even by the Athenians to be some connexion between the clearness of their atmosphere and spiritual enlightenment. "Ah, happy

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sons of Erechtheus," exclaims Euripides, " ever sustained by illustrious wisdom as ye walk delicately through the glittering air." The liberality of the Athenians is shown at the outset in the fashion of their education. Perhaps they were fortunate to live at a time when the burden of knowledge was light. At any rate, they avoided two of the cardinal errors of education, the Spartan fault of training for a limited end, and the modern confusion of education with the acquisition of learning. The aim of the Athenians was simple but comprehensive, to produce " good men," and to this end they trained their boys in music and gymnastics. The latter consisted mainly of wrestling, running, and jumping. Ball games were known as early as the time of Nausicaa and her maidens (though their game seems to have been scantily organized), and a sculptured tablet from Athens depicts a game very similar to hockey. But chiefly gymnastics was what we call " athletics," and probably the aim was not so much competition as the ennoblement of the body. " Music " included what we understand by the term, but also much besides ; all, in fact that concerned the Muses and culture.

With this in view, the Athenian boy was taught to read and write : he learnt to recite the poetry of Homer, for there he could find not only poetry, but patterns of manhood : he learnt some mathematics, and he learnt to sing and to play the lyre, for the Greeks thought music had a great power to mould the character. At 16 he left school, and for two years, if he was well-off, enjoyed something like University life, attaching himself to one or more of the sophists or professional teachers who visited Athens, a varied class comprising the pioneers of the new learning in all its branches, teachers of rhetoric, genuine philosophers, and no doubt a number of charlatans. At 18 the Athenian boy was of age, and immediately entered on a two years' period of military training, a small concession to the needs of the State, and one very necessary when the army was primarily a citizen force. At 20 his education was complete and he was ready to take his place as a citizen.

And what manner of life awaited him ? One that in variety and intensity of experience it would be difficult to parallel. " Man is a political animal," said Aristotle. In modern States it is all too easy for a man to forget that he is a citizen, but in the case of the Athenian his whole life was conditioned by his membership of a compact State.

The population of Athens was such that it was possible for the Nation's manhood to assemble in one place, upon Pnyx Hill where was the great outdoor Assembly of the people. So the Athenian did not hand over his authority to elected representatives, but himself went up with his fellows to decide the most vital issues. Politics to him was not a subject of merely academic interest, but one in which he might at any time be called upon to make decisions of far-reaching importance. Sometimes mistakes were made, and it is still an open question whether democratic government is more efficient than other systems. But if we consider the effect on the individual citizen of being thus brought into direct contact with " world affairs," we cannot doubt that his life was enriched thereby. Let us consider one example of what government by the people meant to the Athenian. A dispute had broken out between Corinth and her daughter-State Corcyra. After Athens these were the two greatest naval powers in Greece. The Corcyreans, fearing the power of Corinth, sent an embassy to Athens to ask for an alliance. The embassy, of course, did not go to any " Foreign Office " to negotiate, but appeared before the Athenian Assembly on Pnyx Hill. The Corinthians, naturally apprehensive, sent a counter embassy, which arrived at the same time, and for two days there was held before the Athenian people a debate on which the future destiny of Greece depended. The arguments put forward may be read in the pages of Thucydides, and still constitute a storehouse of political wisdom.

Of course, not all the business of the Athenian assembly was so enthralling as this, and sometimes the citizen was reluctant to attend. On such occasions the police were sent through the Market Place dragging a rope smeared with red chalk, and anybody whose clothes were stained with red was fined. (A recent Home Secretary wished he could introduce some such system into England.) But we can imagine that on such an occasion as the Corcyrean debate he was a dull citizen who needed any inducement to go up to Pnyx Hill.

Often the citizen's duties took him not to the Assembly but to the Law Courts : for it was part of the Athenians' democratic creed that the administration of justice should be in the hands of the people. So Athenian juries were not limited to a paltry twelve, but were often 200, 500, even 1,000 in number. Nor was this a burden, for all Greeks loved an argument and litigation was almost a pastime. The jurors were judges of both law and fact, and by frequent experience the citizen must have acquired a working acquaintance with a system of law that was simple in substance, but elaborate in procedure.

But the fame of Athens rests chiefly not on her political ideas but on her art. Here was a State in which more than in any other, not excepting our own Elizabethan age, art was at the same time an expression of the people's achievement and was a possession not of the few but of the many. The pride of the Athenians at their conquest of the Persians was expressed in the great architectural works of the age of Pericles, in the Parthenon and the Propylaea, the stately gateway to the Acropolis, and in the sculptures of Phidias, the statue of Athena and the pediments and frieze of the Parthenon. These are so familiar from photographs that they need no description here. The same spirit was reflected in the plays of Aeschylus : and with the drama we reach an institution that more than any other shows the spirit of the Athenians.

On the south of the Acropolis was a natural amphitheatre capable of seating as many as 30,000 people. Here every year at the festival of Dionysus were performed in rivalry the latest tragedies and comedies of the greatest living dramatists of the age. The performances were a curious combination of a religious ceremony, a State function and a dramatic festival. The

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stage apparatus was simple, and there were at most three actors and a small chorus. The plots of the tragedies were drawn from the common mythology of the Greeks, and were familiar to the audience; the only novelty lay in the method of their treatment. The style is severe and has no condescension to popular taste. Tragedy is not ordinarily a "popular" form of art, but to the Athenian, whether through tradition or native good taste, it had a deep appeal, so much so that Aristophanes in one of his comedies could devote a long scene to an imaginary artistic contest between Aeschylus and Euripides in the lower world, with Pluto as judge. The comedies admitted of much greater freedom of subject, and one constant feature was the caricature of the leading men of the State. Cleon, Socrates, and other prominent citizens were brought on the stage and unmercifully satirized: and even the 'Olympian' Pericles was not exempt.

There were other events in the Athenian year of which there can be no mention here; but at least a passing reference must be made to the festival of Athena, held every four years, and culminating in the great State procession up to the Parthenon, in which representatives of the various classes of citizens joined in escorting the sacred robe and other offerings to the shrine of the goddess. The procession forms the subject of the Parthenon frieze and inspired some of the finest work of Phidias and his fellow-craftsmen.

For the most part the Greek States lived each its own life, self-contained and cut off from the other states of Greece. But occasionally this isolation was broken down and the Greeks united as a nation. Nowhere was this national spirit better exemplified than in the great religious festivals at Olympia, Delphi, and elsewhere, to which under the cover of a sacred truce people flocked from all parts of Greece. For in spite of political differences the Greeks could unite in the worship of Zeus, Apollo, and Hera; and besides, these assemblies were the occasions of the great athletic contests which were such a marked feature of Greek life. The most spectacular event was the chariot race with teams of four horses, but the contests were many and varied: one of the most coveted prizes was for the winner of the pentathlon, who had to be first at running, jumping, throwing the discus and the javelin, and wrestling. The winners received only a laurel wreath, but were held to bring great distinction to their cities by their victories.

It may be asked how the Greek had leisure for all these distractions, and the answer is simple. The Greek State was based on slavery, and the slave population far outnumbered the free. To some people this fact vitiates all that has been said of Greek democracy and culture: they see in the life of the Athenians merely the life of a privileged class enjoying their leisure at the expense of the less fortunate. There is a certain force in this argument: and if there were any question of restoring the Greek policy, the institution of slavery would be an insuperable bar. But nobody imagines that the Greek State will ever exist again: the "city State" itself is a thing of the past. What we admire in the Greeks and what we can learn from them is rather their conception of the good life. The Athenians achieved a happy balance between the claims of the individual and of the state, of politics and art, of the mind and the body. Leisure was made possible for them by slavery: to us it may come through the invention of machines. The ideal may not be beyond attainment in modern times · but even if it is, the historical fact remains that in fifth-century Athens life was richer in varied experience than at almost any other period in the history of mankind.

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Education in the Irish Free State.—The Report of the Department of Education for 1935–6 shows that during the last ten years the average percentage of attendances in primary schools has increased, while the number on roll has continued to decrease. Various measures have been adopted to prevent teachers from losing their positions. Amongst these are the reduction of the number of men candidates admitted to the preparatory colleges, and the refusal in future to allow students from colleges outside the Free State to qualify as teachers. It is interesting to note that the State pays two-thirds of the cost of erection of its schools or improvement of existing schools, while the local authorities provide one-third. The State contribution may be increased in unusually poor districts. Van and boat services are provided in thinly populated districts and for small islands. A special arrangement is made for Protestant children by which the State gives £5 per head and the Church Authorities last year contributed about £1,500. The number of van services for Protestant children is increasing, showing that the number of these children is decreasing so that many of the schools have had to be amalgamated. They have declined by about a quarter in ten years. We have noticed two disquieting figures which are not easy to explain. In primary schools only about one pupil in six competes for the Primary Certificate which should be a proof of completion of primary courses. Only 55 per cent of the men teachers and 52 per cent of the women teachers in secondary schools possess the modest requirements for registration, which carries very valuable financial advantages. The number of secondary schools and pupils have increased continuously during the past ten years. This is a partial explanation of the decrease in the primary schools.

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A SEVENTH DECADE BEGINS

By WILLIAM RICE

WITH this number *The Journal of Education* commences its seventieth year, and a glance backward may not be uninteresting. When the present series started under the editorship of Francis Storr, educational journalism was at a low ebb. Papers came, and, having had their little day, went the way of all flesh. So that it needed a considerable amount of pluck to take over a title which had been used for many unsuccessful papers from 1831 onward. The first, by the way, was published by Charles Knight for the Society for the Diffusion of Useful Knowledge, and the one immediately preceding the present paper was owned by Charles Harry Walker Biggs, who was one of the original secretaries of the Teachers' Association. Mr. Biggs's paper had made a gallant struggle against adversity for about nine years, and then, having handed over the title to Mr. Storr, he transferred his great talents to electrical and other trade papers.

The first slim volume in its modest green cover made a promising start with contributions from such authorities as Dr. H. Montagu Butler, C. S. Jerram, Prof. Alexander Bain, Rev. R. H. Quick, Oscar Browning, F. W. Bourdillon, Prof. Meiklejohn, J. J. Beuzemaker, Canon Evan Daniel and Mark Pattison.

In the years that have sped since the 'eighties *The Journal* has supported many worthy movements: the Teachers' Association; the Education Society (the full title was the Society for the Development of the Science of Education); the Teachers' Guild; the Teachers' Training and Registration Society; the fight for women's education including the provision of public schools for girls; the Art for Schools Association, associated with Mary Elizabeth Christie; and it waged a long battle for the registration of teachers, the first lists of registered teachers, copied from official sources, appeared in its pages.

The Journal was the first English periodical which envisaged education, from the university to the elementary school, as a great national enterprise, and which drew its contributors from the widest possible field, not only of professional experts, but also of persons of distinction in literature and in science. During the protracted struggle for a broad and comprehensive Teachers' Register *The Journal* consistently stood for breadth and comprehensiveness, as it has also stood for professional training as the indispensable mark of a true profession.

The Journal has never for one moment wavered in its friendliness to the efficient private school. All the way through it has stood for justice to a body of men and women "all of whom," to quote an editorial written in 1904, "cannot be proved to be ignorant and ineffective, and some of whom have been pioneers in educational progress."

The first editor sensibly included on occasion such lighter matters as "howlers," limericks on school affairs, *anecdota scholastica* and even a spoonerism or two, but Mr. Storr often complained to me that the general Press by hastening to quote nothing else but these humorous sallies gave the false impression that *The Journal* was frivolous! A certain amount of music was included. One piece which pleased most folk was a hymn for which Thomas Murby, at one time music master at Borough Road Training College, and later an educational publisher, composed the score. There was also a capital carol, "The First Noel," with words by G. F. Dartnell and music by C. V. Stanford.

The reviews have always been truthful and fair. In fact the paper soon became celebrated for its powers of vision which enabled it to choose the books of note from amongst the four thousand odd received annually. The "Best Books of the Month" system had not then been invented, but *The Journal* rarely erred and most of the books it selected for blessing survived through countless editions to become "classics."

Even in its first decade the Translation Competition had become world-famous for its intrinsic merit. Yet, looking back it is difficult to realize how the nominal monthly prizes could have competed with the colossal bribes offered by the popular Press, including life pensions, freehold furnished houses, £2,000 "which must be won," for a phrase, and so on.

Original poetry and translations from English into classical and modern languages have embellished its pages. Maria Wuz, a translation from Jean Paul Richter, and Herr Lorenz Stark, a translation from J. J. Engel appeared in 1879–80, and the Hammerers' Strike (François Coppée) in 1912. The latter was afterwards reprinted with an illustration by William Bowles. All three masterpieces were translated by Mr. Storr. In the years 1881–1907 Annie Matheson contributed a series of much-appreciated original poems, and a score of other *Journal* poets could be named.

One of the most noteworthy of the many special numbers was issued in January, 1904—"Twenty-five Years of Education in England." This included an editorial by Francis Storr, a fine piece of writing, with an occasional touch of his characteristic humour. "Sycophantism or adulation of the powers that be is not a charge that the bitterest of critics would bring against *The Journal;* but it may with more justice be accused of having in hot youth, *console planco*, indulged in unseemly levity, mocked at greybeards like the Headmasters' Conference, and spoken disrespectfully of Archbishops and the Equator."

The number speedily ran out of print, a proof that good articles are appreciated. Sir Arthur Rücker wrote of Higher Education in London; Prof. Michael Sadler discussed The Fading Influence of *Laissez-faire*; Dr. Sophie Bryant gave expression to Hopes and Warnings on the Inspection of Secondary Schools; Arthur Sidgwick asked What is Inspection?; J. L. Paton wrote on The Schoolmaster in Account with the Business Man; T. E. Page examined the ideas of

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Clerical Headmasters; Miss Lilian M. Faithfull touched on Remuneration of Teachers in Secondary Schools and J. L. Holland went into the same question; E. D. A. Morshead was eloquent on The Public Schools, or, 'Tis Sixty Years Since; Charles Williams dealt with Local Education Authorities; Miss Alice Woods praised Co-education; and F. W. Bourdillon contributed some verses entitled Twenty-five Years. "But ah! the labours! Leagues of proofs corrected, miles of manuscript." The contents are quoted here at length for the writers maintained a high level throughout. Even the *Daily Telegraph* referred to the "admirable series of articles."

The Journal may take pride in the fact that it foretold and discussed Talking Machines, Television, Wireless and Educational Films. It has given ample space from time to time to the vexed questions of the day—Compulsory Greek, Security of tenure, Lay Headmasters, Modern arrangements of Euclid, Froebelian methods, Montesorrian ideas, the Gouin and other direct methods of language teaching. It has always exposed bogus degrees, defying many threats of legal action.

The men behind the gun are seldom named in the case of professional papers. Yet a few may be mentioned. "The Old Fogey" series of articles, despite their old style pessimism, were the work of an up-to-date thinker—one of the most alive of the directors of education, a charming personality, who always made time to call on the present writer when in London. He is an artist, too, above the average. It is reported, moreover, that he stubbornly refused his O.B.E. till some one told him it stood for "Old but energetic!" Dr. Cloudesley Brereton was another most lovable man, always willing to help a beginner and with no suspicion of "side" though he could lecture with equal facility in English or French.

A. T. Simmons should also be mentioned. He had been one of the joint editors of *The School World*, and, when that paper was incorporated he continued in the same capacity with *The Journal*. His sudden death in the prime of life was deeply regretted by all. Nor should G. F. Bridge, happily still with us, be forgotten. I believe that he must be the senior contributor, but the power of his pen remains as great as ever.

There have been many notable series of articles, including Prof. L. C. Miall's Thirty Years of Teaching (1894–95). Ascott R. Hope contributed much interesting matter including (in January, 1916) The Biggest Row in Dame Europa's School. Benchara Branford in 1899–1901 aroused much interest with his boldly expressed ideas. In the earlier days (1882–84) a series of essays on Science Teaching in our Public Schools caused quite a furore. There was a notable leader by H. G. Wells, in October, 1892, on the True Lever of Education. Some of the other series of articles may also be recalled; among them being, during 1922–30, Supplementary Aids to Classroom Work; Educational Movements and Methods; Education Advancement Abroad; School Examinations and the Universities; Schools and Universities of Great Britain; Work and Play out of School; Careers and Qualifications; Sir John Adams on Twelve Aspects of the Teacher; The First School Examination. Another number, the 500th issue, March, 1911, with its border of red, is also of special interest because of another editorial by Francis Storr, who recorded with pleasure that the twelve, who composed the special supplement in 1904, were then still alive and carrying on the good work.

He prophesied that the numbers of men and women would increase whose horizon was not bounded by their own narrow sphere, of public schoolmasters who would understand the aims and objects of the National Union of Teachers, and of elementary teachers able to take an interest in the Greek question. The articles which followed were even more provocative, if more interesting, than those of 1904. Prof. M. E. Sadler discussed Tolstoy's ideas on Education; Prof. John Adams peered into the future to see what changes in training colleges would be necessary; Prof. J. J. Findlay gave a forecast of the future study of education; Arthur Sidgwick wrote some notes on girls' education past, present and future; whilst Mr. E. J. Notcutt praised the virtues of modern language holiday courses.

What of to-day? It is agreed that *The Journal's* present list of contributors is just as representative of high authority as those who laboured in the past, while that the paper has not lagged behind in the march of progress a glance through the last volume will prove.

Modern Problems Solved.—The Exhibition of modern architecture by the Mars Group, which will open at the New Burlington Galleries on January 11, will give us a glimpse of the future. It also answers two questions that every one asks to-day: How can our changing needs in every form of life be met? Can the pressing problems of transport, housing, health and amusement be better solved by a new architecture? In answering these questions, which are raised by most thinking people to-day, the MARS Group has completely transformed the New Burlington Galleries. The lay-out of the exhibition is in itself an example of what the new architecture can perform, by means of metal and glass screens, huge photo-murals, montage and other up-to-date forms of display. Models of buildings are shown, and even portions of a house in its natural setting of trees and garden. The models will be displayed so that they can be seen from every angle, at eye level or from above.

* * *

Restaurant School—Hotel Licence.—The Organization of the L.C.C. Westminster Technical Institute includes a Hotel and Restaurant Technical School, where boys are trained as chefs and waiters and where a restaurant open to the public is available for the service of meals. The Council is assisted in the management of the school by a consultative committee formed of trade experts and other persons interested in the catering industry and in technical education. The Council has decided to extend the curriculum to provide a two-year course in hotel management for senior students and has obtained Parliamentary powers to establish and carry on at, or in connection with, the institute an hotel wherein to supply education in all or any branches of the hotel industry. In order that the students may have practical experience in preparing and serving meals under conditions similar to those obtaining in the commercial world, it is proposed to apply for a licence to sell intoxicating liquor on the premises about to be constructed as a training hotel and restaurant.

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FOREIGN AND DOMINION NOTES

ITALY

National Education Budget.

"In the 1937–8 budget, a sum of 1,794,887,523 lire has been set aside for the needs of National Education, which should benefit the younger generations of all classes of society. Compared with the other budget provisions (Colonies: 1,614,333,954 lire, Public Works: 1,078,643,500 lire, Navy: 1,792,891,000 lire) the sum allotted to National Education is of great importance."

So reads the bare announcement in a recent number of the *Corriere delle Maestre*. On the face of it, the sum is not inconsiderable, representing, at the present exchange rate, some £19,000,000, but it must be remembered that the State organizes, trains and drills children from nursery school age, through the kindergartens and elementary schools, and then during vocational training, till, when the time comes for military service, the youth is so conditioned that the transition from one form of regimentation to another is, in nine cases out of ten, probably scarcely noticed, except, of course, that the actual military training is more technical; flag-waving and patriotic hymn-singing have been going on since infancy almost, and there are few Italian children—boys at all events—who, at the age of 15, are not familiar with the forms of Army drill, and probably also versed in gas-mask drill and other military subjects.

In this connexion a report from Miss J. Halford who recently visited Italy at the invitation of the Fascist Government is of interest. Speaking on "Day nurseries in Italy," she expressed the belief that Fascist Italy was trying to mould the young and impressionable children in welfare centres and nursery schools so that they would be more likely to turn out as good soldiers.

In her report she gives credit to the efficient network of social services which has been built up in Italy in the last ten years and to the greatly reduced infant mortality rate. Nursery schools have increased in number and are housed in beautiful buildings, which are spotlessly clean. But in her view Italian children were taken away too much from their parents and regimented; moreover, as parents paid nothing at all, the feeling of parental responsibility was tending to diminish, a fact which she deplored. Physically, the children's needs were attended to, but there were too few people to look after them, and they seemed to need "mothering." Wherever she went, she was received by whole parties of children singing patriotic songs and waving flags, but there was a "dreadful lack of toys and a dreadful lack of freedom." One can perhaps, therefore, fairly conclude that of the proposed £19,000,000 for National Education, half, at least, could more accurately be included in the military estimates.

Education in the Colonies.

Following the recent enlargement of the Italian Colonial Empire, the Minister of Colonies, in agreement with the Minister of Finance, has now decreed that the following schools may be instituted in the Colonies: (*a*) Schools of the Italian type; (*b*) Schools for colonial subjects. Of the latter type no further mention is made by the *Vita Scholastica* but there is much information about schools of the Italian type. Schools of all grades and types may now be instituted in the Italian colonies exactly as in Italy; preparatory and elementary education is, of course, free, and fees for the intermediate schools of all types and for the secondary schools with a vocational bias are the same as those fixed for Italy. The curricula and organization of the schools will be identical with those in the Mother country, with the exception of modifications necessitated by special local conditions. Certificates awarded by the schools will have the same value as those obtained in schools of the same grade in Italy.

In Italian East Africa, kindergarten and elementary schools may, "by means of appropriate conventions," be entrusted to religious brotherhoods dealing with education, on condition that these brotherhoods procure a fully qualified teaching staff and develop their own activity under the control of and according to the guiding principles of the governmental ecclesiastical authorities.

International Conference on Technical Education.

At the sixth International Conference on Technical Education held in Rome at the end of December last, twenty-four nations were officially represented and more than 1,700 people took part. The following resolutions on technical education were passed at the Conference:

(*a*) That while technical education should be developed in the light of economic conditions, it should also provide technical workers with general and social culture in keeping with their position in modern society.

(*b*) That the school-leaving age should be raised by one year to 15, the extra year being used for vocational guidance and a general pre-apprenticeship training.

Great emphasis was also laid on the importance of physical education in vocational guidance and it was suggested that physical education should be extended to all pre-vocational and vocational schools. It was also recommended that apprentices and young workers should have the benefit of physical education until 18 years of age, as is the case in Italy now, and that the closest possible contact should be established between physical education organizations and vocational guidance offices with a view to ensuring the continuity of vocational guidance.

With regard to the *Training of Women for their Special Place in Economic Life*, (*a*) in domestic functions, (*b*) in the exercise of their own particular professions, it was urged that for the sake of individual and national interests, preparation for family life and home economics should be made compulsory in the schools of all countries, and that technical authorities should take steps to increase the number of vocational schools and courses for women or accessible to women.

UNITED STATES

Ten Thousand Hours.

Prof. C. G. Osgood, of Princeton University, in a recent paper entitled "Ten Thousand Hours" deplores the passion for educational reconstruction and for the discussion, whenever education is mentioned, of such words as "pattern," "behaviour," "approach," "attitude," "reaction," "self-expression" and "social." These terms connote things variable, changing and relative, whereas the important terms, the constants, such as "spiritual," "art" and above all "human" are neglected. These constants are a perpetual reality in education—especially the last-named; there is the *human* pupil, the potential *humanism* in the subjects taught, and the *human* teacher. To-day anti-humanistic tendencies are increasing in education as in all life. Teaching tends to become a formal mechanism not an art; our talk is of *social* adjustment to the eternal verities of life. In an age when we tend to reduce the human individual from a living soul to the value of a registered finger-print, when we collect millions of new facts and call their sum the "truth," those who still believe in the art of teaching must fight harder than ever. For all these are the omens of inhumanity, tyranny and ultimate barbarism.

Prof. Osgood then proceeds to discuss the three constants, the student, the subject taught and the teacher. The student must be conceived as a living soul, not a mere cypher, out of which the teacher can mould a sensitive, useful, reliable, enlightened agent of humanism to the generation in which he is to live. A receptive student will develop a scale of values in human life, and when educated, will be one who has reached and is reaching conclusions

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and is not in the pitiful state of flux and suspense which invites most of our modern defeatism.

With regard to the subject taught, it is not *less* knowledge that is needed, or less specialization, but *more* exploration to reveal the eternal truth of the subject; its significance in terms of human life, its applicability to the full business of living.

The third constant, the teacher, therefore must be as human as it is possible for him to be; he must never be a mere repository of the knowledge of his subject; he must be enlightened and imaginative enough to re-create after the originals whom he represents, their transcriptions from human life. Furthermore, the teacher must have an instinct for human nature which is on the look-out for congenial souls.

PERSONAL PARAGRAPHS

THE appointment of Mr. J. H. Robb, K.C., as Lord Charlemont's successor will be warmly welcomed, especially by those who are most closely connected with the development of the education services in Northern Ireland. Educated at the Royal Belfast Academical Institution and at Queen's University, Belfast, Mr. Robb was called to the Irish Bar in 1898 and became a Bencher of the Inn of Court of Northern Ireland in 1931. In a long and brilliant career of public service the new Minister has represented his University in the Parliament of Northern Ireland since 1921, and for twelve difficult years has held the important office of Parliamentary Secretary to the Ministry of Education. To his heavy ministerial duties Mr. Robb now adds those of the Leader of the Senate and so terminates a long Parliamentary connection with his University. Mr. Robb takes over his duties at a time when teachers are less dissatisfied with the conditions of their employment than they have been for several years. The 1931 economy cuts have been removed and superannuation benefits improved, but much remains to be done, not only for the teachers, but also in the provision of schools, scholarships and other educational facilities. Educationists will join in congratulating the Minister upon his appointment and in offering their best wishes and co-operation in the difficult tasks which lie ahead.

* * *

SIR SAMUEL HOARE has occupied many high offices of State; he and the University of Reading are to be congratulated upon his election to the Chancellorship of the University in succession to Sir Austen Chamberlain. In accepting the University's invitation, Sir Samuel paid tribute to his predecessor, "a man esteemed and respected in almost every country of the world," and to those men and women to whom the University of Reading is particularly indebted for a period of remarkable progress. The Chancellor conferred Honorary Degrees of Doctor of Letters upon Lady Astor, Dr. H. A. L. Fisher, Dr. Harley Granville-Barker and Dame Margaret Tuke, and Honorary Degrees of Doctor of Science on Prof. James Chadwick, Sir Warren Fisher, Lord Iveagh, Sir Thomas Middleton and Sir Edward Poulton. A letter from the Prime Minister expressed regret that he was unable to attend; he was remaining in London in order to meet M. Chautemps and M. Delbos —and the hope that he would be able to receive the degree at a later date.

* * *

WITH deep regret we record the death, at the age of 70 years, of Canon R. D. Budworth, Headmaster of Durham School from 1907 to 1932 and Vicar of Horspath, Oxford, since that date. Mr. Budworth was educated at Magdalen College, Oxford, and graduated in 1890; he then commenced his teaching career at Lancing College. In 1902 he was ordained and appointed to the post of Assistant Chaplain at Clifton College, where he remained, later becoming a housemaster, until taking up his Headmastership at Durham. A keen sportsman, he played Rugby for Oxford University from 1887 to 1890, and for England from 1890–1891.

* * *

MISS MARJORIE I. DUNSDON who has been one of the educational psychologists on the staff of the Central Association for Mental Welfare since January, 1936, has been appointed Educational Psychologist to the Bristol Education Committee and will take up her appointment there in February, 1938. Miss Dunsdon, whilst on the staff of the C.A.M.W., worked in connexion with surveys in Jarrow, Southend, Preston and Dewsbury. Her time in Bristol will be divided between work in the schools and at the Child Guidance Clinic. Miss Dunsdon will be a pioneer in the development of psychology in local education authority schools.

* * *

MR. G. C. BROWN, Headmaster of Worcester College, the public school for blind boys, is to retire at the end of the present academic year when he will have completed a quarter of a century's service. During the period the school has made remarkable progress, and there has been a steady flow of "old boys" to the Universities. When Mr. Brown leaves Worcester College, he will probably have seen the completion of an important rebuilding and extension scheme which the National Institute for the Blind has undertaken on behalf of the School Governors. In addition to increased dormitory and other accommodation, the scheme provides for a large modern gymnasium and hall for physical training, speech days and dramatic performances.

* * *

FIFTEEN years after his appointment to the Headmastership of Watford Grammar School, Mr. E. E. Reynolds has indicated his intention to retire at the end of the school year. Mr. Reynolds's career commenced in the Cathedral School, Ely; after a period at the Worcester Royal Grammar School he served as Headmaster of Northampton School and as a Board of Education Inspector before entering upon his work at Watford.

* * *

THE new Headmaster of Sidcot School, Winscombe, Somerset, the West Country Quaker co-educational school, is Mr. George Woods Hutchinson. An Old Sidcotian himself, Mr. Hutchinson was at Manchester University and Downing College, Cambridge. He has had teaching experience not only at the Friends' Schools at Saffron Walden and Leighton Park, Reading, but also at the Perse School, Cambridge and Kelly College, Tavistock. He joined the staff at Sidcot in 1923, and has been Acting Headmaster since April last. He is a grandson of the late Sir Jonathan Hutchinson, the surgeon.

ONLOOKER.

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THE PUBLIC SCHOOLS OF GERMANY

By W. H. J. MORGAN

"WE have made these schools the experimental institutes of our ideas. We are practising a new national, social, and community education in them." These words were spoken by the German Minister of Education in a speech dealing with the new "National Politische Erziehungsanstalten." The name is not one which is likely to roll lightly off an Anglo-Saxon tongue, so let us henceforth refer to them as "Napola" or, less colloquially, as N.P.E.A. What are these schools and how do they compare with our boarding schools?

They are a development—their enemies say a continuation—of the pre-War "Kadettenanstalten" which were schools training officers for the defence forces. The Spartan life of the "élite" who had the good fortune to be educated there has been well described by Salomon in his story "Die Kadetten." "Unser Tun war Dienst," —"our activities were Service, and who could ever have made us perform them as a sport." After the Versailles Treaty they lost their *raison d'être* and the Weimar Republic transformed them into 'Bildungsanstalten" —ordinary un-uniformed boarding schools with a certain percentage of free-place scholars.

With the Third Reich came a third transformation which has made these schools typical in many ways of life and thought in the Germany of National Socialism, microcosms of the larger national life. Their advocates declare that the new name itself implies a world of change: "Bildung" shows a *laissez-faire* attitude toward individual development, a reluctance to inculcate definite ideals; "Erziehung" is wider in scope, implies the education of the full man, the building according to a plan, the moulding of the individual as the State, and National Socialism, would have him be. The new religion shall permeate all members of the body national.

Though probably influenced by the English public schools, the Germans have no wish slavishly to copy them. The German tradition of education has always been against a class system. It is the tradition of the day-school for all the world. Only those not intelligent enough to gain admittance to the State schools take refuge in a private establishment. The Lietz schools are the exception which prove the rule. These day-schools have deservedly gained a great reputation—but for producing scholars and intellects; they took, for the most part, only the limited intellectual province as their sphere. Their masters tended to acknowledge their pupils' existence only in a class-room environment. Out-of-school activities were the business of—well, not of the master aspiring to the title of professor, active or passive. The N.P.E.A. remain faithful to the German tradition but have in some ways diverged from it toward that of our own.

In the first place, let us consider adherence to the native tradition. The N.P.E.A., like the day-schools, are in no way a class preserve. There is an entrance examination designed to test all-round ability and the parent of a successful pupil then pays what he is considered to be able to afford, possibly as much as an average English public school fee, possibly nothing at all. From time to time groups of boys are sent out to work for a few weeks among industrial and agricultural labourers—living in a working-class family—and as members of the "Hitler Jugend," which embraces, *malgré eux*, the entire youth of Germany, join in the activities of the various town and village associations. The boys during term-time clean their own shoes, make their own beds, and take turn as orderlies to wait at table. "You will find we are rather more puritanical than you," said the headmaster of my allotted school on my first day, and after a week or two I was able to sense the meaning of this somewhat ambiguous pronouncement.

The break with tradition is shown by the very fact that the new schools have been made entirely boarding schools. The time-table is therefore much more comprehensive. The boys get up early, go for a run and have a first breakfast of bread, butter, jam, and milk before lessons begin at 8 a.m. in winter and at 7.30 in summer. The periods are three-quarters of an hour, with ten minutes' break between each, and break proper in the middle of the morning for the second breakfast of a huge sandwich. Lessons go on until lunch at 1.30 or 2 p.m., when those married masters who live out depart with the feeling that the day can now really begin, for there are no lessons after the midday meal.

For the young masters who live in the day also really begins, but in rather another way. They are "Erzieher," and each has charge of a group of some twenty to twenty-four boys—a "Zug" or "Volkschaft"—who live in rooms on either side of his and make his life a pleasure or a misery, according to his temperament, from morning to night. The unity is scarcely comparable to our house-system as the boys in a "Zug," and in the larger entity a "Hundertschaft" are all of the same age These young German masters are in one respect in a more advantageous position than their equivalents in the English public school in that they are only expected to give twelve lessons per week. The older masters living out give twenty lessons. Thus the pedagogic art does not suffer from the pressure of an over-crowded time-table of some thirty lessons plus numerous out-of-school activities. The statement of Hermann Lietz that the Germans are better teachers than the English is scarcely to be wondered at.

The break with tradition is again seen in the tremendous attention paid to sport and physical training. Their enemies say they make a fetish of it. Their prophets are Nietzsche—"Werde hart!"—and Adolf Hitler, who would fashion youth—*vide Mein Kampf* —"as hard as steel, as tough as leather, as fast as a greyhound." In this the N.P.E.A. are typical of modern Germany as a whole. The attitude toward sport, however, is very different from that common in England.

(*Continued on page 14*)

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LONGMANS

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What the Germans mean by sport is getting the body fit, reaching an all-round standard in athletics and gymnastics. The game plays a comparatively minor rôle. It is an attitude diametrically opposed to that of the average Englishman, who plays his games on the principle laid down in the all-work-and-no-play adage: the game's the thing, bodily fitness a corollary.

Away from school tradition, again, are the military forms. Strong objection is taken in Germany to the use of the word "militaristic" by foreign observers for in German "militärisch" refers to weapon-training, of which there is none except the range shooting to be found equally in the English public school. The Germans are quick to draw a distinction between "militärisch" and "soldatisch," which latter word they are proud to own, implying as it does character-training, "being a man," loyalty to the Fatherland and willingness to serve it, comradeship, cleanliness, and discipline. The "soldier-ideal" plays the same part in German life as the "gentleman-ideal" does in ours. It is the glass of fashion and the mould of form. Hence Friedrich Sieburg can write even of conscription in this way: "Military service affords the most perfect medium for the expression of our moral aspirations. Germany is not being insincere when she demands the restoration of armed strength and at the same time insists on her peaceable intentions. The one does not preclude the other. . . . It is the restoration of our form of life we demand and not merely the restoration of our army." The N.P.E.A., then, have adopted the German form of life and allowed it outward expression in the uniform worn by masters, boys, and servants, in marching with a band as a form of sport, in regular parades, eyes right—and lefting to a superior, closing the day with the bugle-call and so on. The German boy takes to this form of life as a duck takes to water. Behind the outward forms is what the Germans so much admire, the army spirit, the spirit of service. In the large entrance hall of the school where I taught for a year two, mottoes were inscribed on the wall:

"You are nothing, your nation is everything."

"Loyalty is the sign of honour."

These two mottoes may well serve as a clue to an understanding of the better side of the new Germany. To one brought up in a liberalistic, humanistic tradition it is a strange thing to observe, this stern organization of the spirit of service. The youth of Germany feel themselves to be not merely boys and girls but "Hitler Jugend." "You, too, belong to the Leader," cries the slogan. As they line up and are called to attention, the 11-year-olds feel that they, too, are there to serve. One can see in their faces. "Hilf mit!" "Zu Befehl! Herr Lieutenant!"

PRIZE COMPETITIONS

The winner of the December Competition is "Salonique," who is requested to send name and address. *Proxime accessit,* "V. N."

"Nisus," winner of the November Competition, has not yet claimed his prize.

We classify the forty-five versions received as follows:

Class I.—Salonique, V. N., H. S. W., Ex Or, E. P., Novice, Cadwal, Bubenberg, St. Benoît, Brive, D. L. H., Katty Ann, Bésigue, Mousmée, Corydon, Memus, Trina, Fantasia, Numéro, Millepattes, R. E., Yendu, Marinus, J. E. M.

Class II.—White River, Silsden, A. L. G., G. E. M., Superannuated, W. X. Y. Z., Woodlea, Mas, Equus, Lee Anderson, E. L. B.

Class III.—Mesh, Pheasant, Leander, Auburn, T. H. S., W. A. C., Old Trident, Onyx, Nautilus, Sans Souci.

PASSAGE FROM "LES PLAISIRS DU HASARD," BY RENÉ BENJAMIN

EMMANUEL: Quelle réputation! Je ne m'en remettrai pas!

ÈVE: Si. Nous allons nous asseoir et causer à bâtons rompus; ce sera très drôle. D'ailleurs, je m'amuse toujours, tant qu'on ne me présente pas un mari.

EMMANUEL: Parole sage!

ÈVE: Vous aussi, redoutez les présentations?

EMMANUEL: Et les scènes d'amour. . . . Des mots! . . . La vie est un enchevêtrement de petites histoires, parmi lesquelles il faut rester coi et se laisser faire, de peur d'emmêler tout. Soudain, on épouse qui on doit épouser. . . . On le sent. Rien à dire.

ÈVE: Et c'est en somme très simple.

EMMANUEL: Mademoiselle, tout est simple.

ÈVE: Sauf quand votre malice complique tout.

EMMANUEL: Ma malice?

ÈVE: Je connais de vos exploits.

EMMANUEL: Qui précisément n'en sont pas. Je m'en tiens à la bonne nature, et fais familièrement ce qu'elle commande.

ÈVE: D'où confusion des gens!

EMMANUEL: Ah! c'est leur faute! Connaissez-vous l'histoire de mon patron Saint-Denis?

ÈVE: Un peu.

EMMANUEL: De lui seul je m'inspire. Vous savez ce qu'il a fait, qui a tant étonné ses ennemis?

ÈVE: Non.

EMMANUEL: Quand ils lui eurent coupé la tête, il ne l'a pas replacée sur ses épaules: d'abord, elle n'aurait peut-être pas tenu; puis ces imbéciles eussent été dans l'admiration; ce n'était pas assez. Il a donc pris sa tête, puis, comme une boîte ou un livre, cette bonne tête il l'a mise sous son bras; et les autres en ont eu une stupeur humiliée, que je m'efforce, par mes faibles ressources, de ressusciter chez leurs descendants, nos contemporains.

ÈVE: Vous êtes spirituel: la famille a raison. C'est dommage que vous ne soyez pas mon grand-oncle, mon confesseur ou mon romancier préféré.

EMMANUEL: Vous me demanderiez quoi?

ÈVE: Un mari. . . .

EMMANUEL: A vous présenter?

ÈVE: A épouser tout de suite: j'aurais confiance.

TRANSLATED BY "SALONIQUE"

EMMANUEL: What a reputation! I shall never recover from it!

EVE: Yes you will. We are going to sit down and talk by fits and starts. I shall find that very amusing. In fact,

(*Continued on page* 16)

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I always find things amusing as long as some one isn't introducing to me a prospective husband.

EMMANUEL: Wise words!

EVE: So you, too, dread introductions?

EMMANUEL: And love scenes!—Words! Life is a tangle of tittle-tattle, amid which one must lie quiet and let be what will be, for fear of muddling everything. All of a sudden one marries the person one ought to marry. One feels it. There's nothing to be said.

EVE: And it is, in short, a very simple matter.

EMMANUEL: My dear young lady, everything is simple.

EVE: Except when your naughtiness complicates everything.

EMMANUEL: My naughtiness?

EVE: I know some of your exploits.

EMMANUEL: Which is just what they're not. I stick to Mother Nature, and in my off-hand way obey her behests.

EVE: Whence the astonishment of the natives!

EMMANUEL: Oh! That's their mistake. Do you know the story of my patron saint St. Denis?

EVE: Vaguely.

EMMANUEL: He is my sole inspiration. Do you know what he did that so astounded his enemies?

EVE: No.

EMMANUEL: When they'd cut off his head, he didn't put it back on his shoulders: in the first place it mightn't have stayed put; secondly those idiots would have been merely in a state of wonderment; which wasn't enough. So he picked up his head, and then, as one might a box or a book, tucked that jolly old head underneath his arm; whereat the bystanders were smitten with a humiliated amazement that I'm striving, with the feeble resources at my command, to revive in their descendants, our contemporaries.

EVE: You're a wag! my family's right. It's a pity that you are not my great-uncle, my confessor, or my favourite novelist.

EMMANUEL: What should you ask of me?

EVE: A husband.

EMMANUEL: To introduce to you?

EVE: To marry right away: I should have confidence.

To reproduce the bantering tone of a very light—and very witty—comedy was not so easy as it may have looked, and some fell by the wayside, submitting dialogue which might possibly have graced the mid-Victorian stage but not that of the post-War era. Accordingly some with few serious errors find themselves in Class II or at the tail-end of Class I.

The leading four versions were all very readable. "Salonique" kept well to the lines of the original, and was not afraid to use slang where it was warranted. He ought not to have translated *petites histoires* by *tittle-tattle*. (Some people thought they were *short stories!*). "V. N." had perhaps more felicities than any one, but his *Life consists of insignificant agitations looped together* was too much for us; nor did we like *It's incontrovertible* for *Rien à dire*. "V. N." also failed to make it quite clear whether he perceived the force of *puis ces imbéciles eussent été. . . . Puis* (as nearly always) means *then again;* several competitors got muddled and lost points through translating as though it had been *alors ces imbéciles. . . .*

We did not care for "H. S. W's" rendering of *je m'en tiens à la bonne nature* by *I need no more than my own instinct*, though of course he was not, like a number of less experienced linguists, guilty of confusing *la bonne nature* with *un bon naturel*. For *s'en tenir à* and other interesting idiomatic uses of *tenir*, we may refer readers to *A Glossary of Colloquial and Popular French* (Kastner and Marks). "Ex Or" as usual displayed a mastery of his own tongue, but blundered over *malice*, which he translated as *cynicism*. *Malice* has no exact counterpart in English, although our adjective *malicious* has something of the same flavour at times. "This is miching mallecho: it means mischief," says Hamlet—and some phrase containing the word *mischief* is generally the nearest equivalent.

Not being entirely satisfied with any one of the versions submitted, the Prize Editor has for once—with the aid of numerous competitors—ventured upon a model translation.

EMMANUEL: What a reputation! I shall never get over it.

EVE: Oh, yes, you will. We are going to sit down and talk of cabbages and kings; that will be great fun. Anyhow, I always enjoy life, so long as nobody introduces a prospective husband to me.

EMMANUEL: Wisely spoken!

EVE: Do you dread introductions too, then?

EMMANUEL: *And* love-scenes . . . mere words! Life is a network of little commotions, among which you must remain mute and unresisting, for fear of tangling everything up. All at once you marry your destined partner. It's instinctive. There's no arguing about it.

EVE: All perfectly simple, in fact.

EMMANUEL: Everything is simple, Miss Blank.

EVE: Except when your love of mischief complicates everything.

EMMANUEL: My love of mischief?

EVE: Oh, I know about some of your escapades.

EMMANUEL: That's just what they are not. I stick to good Mother Nature and do what she bids, quite unconcernedly.

EVE: Causing bewilderment to people in general.

EMMANUEL: Well, they have themselves to blame. Do you know the story of my patron saint, St. Denis?

EVE: More or less.

EMMANUEL: He is my sole source of inspiration. You know what he did that so astounded his enemies?

EVE: No.

EMMANUEL: When they had cut off his head, he did not put it back on his shoulders; to begin with, it might not have stayed put; and furthermore, the idiots would merely have marvelled; that wasn't enough. So he picked up his good old head and tucked it under his arm like a box or a book, reducing those present to a state of crushed stupefaction which I, to the best of my poor abilities, strive to reproduce in their descendants, our contemporaries.

EVE: The family are quite right; you have a pretty wit. What a pity you aren't my great-uncle, my confessor, or my favourite novelist.

EMMANUEL: What would you ask of me?

EVE: A husband.

EMMANUEL: To be introduced to you?

EVE: To marry straight away; I should have every confidence.

We record our indebtedness to all the competitors already mentioned, as well as to "St. Benoît," "Yendu," and probably others, who will recognize jewels which we have borrowed. We also commend particularly all translators who refrained from rendering *ce sera très drôle* as *that will be very funny*. This being a charitable season, we will not reveal who it was who thought that *mon romancier préféré* meant *my chosen lover*.

This month we must ask to be excused from making further individual comments, for which we have neither time nor space. We must, however, thank Mousmée, R. E., Trina, and H. S. W. for their notes, to which we hope to reply next month. To one letter we must refer now; a competitor, whom at his request we will call "Mr. A," writes that he is "an extremely (perhaps

(*Continued on page* 18)

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morbidly) sensitive person " and feels that his contributions are not welcome. As no reason is alleged, we cannot guess how we may have given " Mr. A." this impression, but we assure him most sincerely that he is entirely mistaken. No entries could be unwelcome, certainly not his, which on the comparatively few occasions when he has competed have, we believe, always been placed in Class I. To him, and to all our competitors, we wish a prosperous 1938.

A Prize of Two Guineas is offered for the best translation of the following " *Examensgeschichte,*" abbreviated from a recent number of the *Kölnische Illustrierte Zeitung.*

In einem kleinen Provinznest, irgendwo im Südosten, soll gewählt werden. Die Abgesandten der Mehrheitspartei bemühen sich, der Regierung bei diesen Wahlen einen durchschlagenden Erfolg zu sichern. Sie werden darauf aufmerksam gemacht, dass die Entscheidung hierüber bei einem Mühlenbesitzer liege, der einflussreichsten Persönlichkeit des ganzen Kreises.

Die Abgesandten aus der Hauptstadt suchen den Mühlenbesitzer auf und bringen sehr geschickt ihr Anliegen vor. Der Müller ist gern bereit, den Regierungskandidaten zu unterstützen. Er stellt aber eine Gegenbedingung : sein Sohn müsse bei dem nachsten Termin die Reifeprüfung unbedingt bestehen. Der Arme hätte sich schon wiederholt bemüht, seine " geistige Reife " bescheinigt zu erhalten, sei aber von den gestrengen Professoren immer wieder abgelehnt worden.

Die Herren aus der Hauptstadt hören die väterlichen Sorgen des Müllers teilnahmsvoll an und versprechen selbstverständlich die Erfüllung der gestellten Bedingung. Der Regierungserfolg in dem Kreis ist schon so gut wie sicher.

Im Prüfungssaal herrscht drückende Hitze. Die Kommission unterrichtet sich über die geschichtlichen Kenntnisse der Kandidaten. Das Ergebnis ist mässig. Da wird der Sohn des einflussreichen Müllers aufgerufen : ein sommersprossiger Junge, endlos lang und mit schlenkernden Armen.

Der Professor fragt ihn : " Wer hat Amerika entdeckt ? "

Tiefes Schweigen. Der Müllerssohn starrt teilnahmslos in eine Ecke, wo ein Brummer summt.

Der Professor wird nervös und brüllt, die Instructionen eines hohen Unterrichtsministeriums einen Augenblick lang vergessend, den Kandidaten an : " Christoph Kolumbus . . . ! '

Da erhebt sich der sommersprossige Müllerssohn und verlässt den Prüfungssaal.

" Mensch ! Warum laufen Sie denn davon ? "

" Herr Professor, Sie haben doch den Nächsten aufgerufen . . . "

* * *

Es war nicht genau in Erfahrung zu bringen, wie der Sohn des einflussreichen Müllers die Reifeprüfung bestanden hat. Aber er hat.—Daraufhin ist es auch in dem Provinzstädtchen zu keinem politischen Skandal gekommen.

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All entries for this month's competition, which must be accompanied by the coupon printed on page 2, must reach the office by the first post on February 1, 1938, *addressed* " PRIZE EDITOR," The Journal of Education, *Ludgate Broadway, E.C.* 4.

CORRESPONDENCE

MODERN LANGUAGE TEACHING

Having had my attention directed to Messrs. Hicks and Haycocks' pamphlet, *Modern Language Teaching on the Decline,* I was impelled to buy it, and I found it a most interesting view of the present position of modern language teachers. If I deal with one or two points on which I do not agree with the authors, it must not be thought that I do not appreciate their efforts

First, the question of free composition seems to me to be more difficult than these authors indicate. The tendency at present is to begin this too early. Any examiner of Matriculation or School Certificate papers knows that the composition in at least one half of the scripts is not worth a tenth of the marks allotted. One cannot make bricks without straw, nor can a candidate write a free composition, even if he is given certain words and phrases, without a certain vocabulary and a knowledge of elementary grammar. This knowledge is difficult to gain by purely oral methods. To try and teach free composition before a pupil has conquered these elementals is a waste of time.

The authors are no doubt right in asserting that the first fine careless rapture of the Direct Method has declined; they agree that the first year is still passable, the pupils are eager to learn a new subject, the master is often young and freshly back from the Continent. His elders need the refresher course that Mr. H. G. Wells advocated at Nottingham. The teacher in his thirties is probably married and certainly underpaid. He should receive a bursary to enable him to spend a month abroad every three years. It is deplorable that only one term abroad is given to modern language students at the university.

The best time for the student to go abroad is from 17 to 18, after he has passed his Matriculation and before he starts his university career. If he then goes as a day scholar to a lycée or gymnasium for a year, and lives with a non-English-speaking family in the town, he will gain a knowledge of the language which he will never lose. He can attend *la classe de rhétorique,* and get excused from mathematics and science and confine his attention to French, English, history and geography. The fees at a lycée are very low, while the boarding fee is no higher than in England, in fact with the franc at its present rate it is considerably cheaper.

All modern language teachers are agreed that to speak French is the chief aim of their teaching. But is it heretical to suggest that a power of reading French is not without its merits ? How many secondary scholars will ever in their future lives have to speak to a Frenchman who cannot understand English ? How many will ever have to write a letter in French ? Whereas every one will be enriched at being able to enjoy, if not Valéry and Pronst, at any rate Maurois and Benoit.

The authors complain of the lack of imagination, personality and enthusiasm among teachers. Surely they must know that people with these qualities enter other professions where prospects are brighter.

VETERAN.

(Continued on page 20)

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MODERN LANGUAGES IN SCHOOLS

At the end of November, Dr. H. Schofield, Principal of Loughborough College, was installed as President of the Institute of Linguists by Sir Lacon Threlford. In his inaugural address Dr. Schofield insisted on the importance of a study of modern languages for engineering students, most of whom have to do work abroad. They are handicapped if they cannot understand or make themselves understood in foreign countries. Last year he had to make a complete study of the industries of Iran and he frequently met men of other countries who could speak to the Iranians in their own language, which our men could not. Our trade depended for its development on a knowledge of the languages of other countries, and this realistic value should be recognized as well as the cultural values.

This is the old story that we have often told before. In our secondary schools where modern languages are taught, 95 per cent of the pupils learn French, 3 per cent learn German and only 2 per cent learn any other language. And yet there are at least a million Portuguese potential customers awaiting our goods, without speaking of the Dutch, Scandinavians and Russians. It is perhaps too much to expect boys and girls of school age to take up Iranian, Turkish or Arabic; but there might be one school in this vast City where each of these languages was taught. The whole difficulty is one of cost. All the pupils learn French because there is a French teacher on the staff, and probably a German teacher visits two or three schools in turn. But could it not be possible for Italian, Spanish, Portuguese teachers to visit certain schools to which pupils could be sent who desire to learn these and other languages?

And yet our teaching of French is not too good. Not long ago a City man wished to send a cable in French to Syria. He telephoned to a cable company, but there was no one in the office who could take down the message. At last one operator was found who had a smattering of "school French," but every word had to be spelt out to him. And yet at least one new first French Course appears every month.

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Policy in Technical Education

FOR many years urgent and varying factors have tended to force upon educationists and industrialists alike the growing importance of technical education. The new industries which have come and are still coming into being and the consequent changes in conditions of training and employment; the great developments which have taken place in the field of secondary education; the work of many Government and other committees; the intention of the Board of Education to review the whole present position of technical education and to incur considerable expenditure with a view to developing a system not less adequate than that in any other country; the startling and disturbing effect upon our social structure of the increasing application of science to industry and commerce; all these are factors which render essential the formulation of policy in connexion with technical education.

We welcome therefore the *Report on Policy in Technical Education** which has just been issued by a Joint Committee of the Association of Technical Institutions, the Association of Principals of Technical Institutions, the Association of Teachers in Technical Institutions and the National Society of Art Masters.

Education for industry, commerce and citizenship, as the report points out, is vital to the future welfare of this country and must form an integral part of the educational system. We are glad that the Joint Committee itself has used the phrase "education for industry,

* Obtainable from the Hon. Secretary, A.T.I., The College, Loughborough, Leicestershire, 6d.

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commerce and citizenship," and that it has recognized the important rôle which art has played and will play in increasing measure in the development of industry. Technical education has perhaps suffered more than is realized because, on the one hand, it embraces so wide a field, and, on the other, has been so often regarded as something concerned only with the minor forms of instruction for artisans. The present report not only shows the wideness of its scope but makes clear the fact that " any kind of training which shows the individual his place in the society in which he lives, and enables him to contribute service thereto, is bound to influence largely his attitude towards the community as a whole and to its problems." That note of the potentiality of the technical institution to bring about the real culture which may be born of a study of those subjects which are included in the vague term " citizenship " is one which we regard as of very special value. In our view it will go far to take away from the label " technical " an atmosphere which is suggestive of schools in which is taught merely the method of earning a living, and will show that technical education can be used as an education liberal in the fullest sense since, through the life work of a pupil, he can be shown his relationship to his fellows and to the world.

Another feature of the report which, in our view, should be specially noted is the slow but sure tendency of those responsible for technical education to link the technical college in more clear and defined ways than has hitherto been the case with other forms of education. Too long have those links been vague and haphazard, and, as a consequence, the work of technical education must have been hampered. Among the recommendations of the Joint Committee, the following have an especial significance in this connection : " Co-operation between technical, art, commercial, university colleges and universities should be encouraged and so defined as to secure co-ordination and to minimize overlapping in staffing and equipment." " All young persons should be kept in active touch, on a compulsory basis, with the educational system until the age of 18 : so soon as possible up to the age of 16, and, in seven years' time, up to 18, in accordance with the provisions of the Education Act of 1921." " Arrangements made for the full-time instruction of the unemployed juvenile should permit of the closest possible contact and linkage with appropriate evening and day courses in technical institutions."

The same idea of increased co-operation runs through those recommendations which urge the definite linking of the continuation class system with the technical institution, and the extension of the provision of junior technical, commercial and art schools as alternative forms of secondary education, suitable arrangements being made for transfer at 13 plus from one form of secondary education to another.

Early in the past year* we noted a report issued by the Board of Education which set out the conclusions and suggestions of a conference of representatives of the associations of local education authorities and the London County Council in connection with increasing the efficiency of technical education by co-operative action between local education authorities. The first recommendation of the present report wisely urges that technical education should be organized on a regional basis, and adds that " where the region, regarded as an art, commercial or industrial unit, embraces areas of more than one local education authority, the arrangements should be such that students in any one institution, taking the same courses, may be treated alike in regard to fees and conditions of admission." That is perhaps the mere beginning of the matter, but it is one which we hope will be pursued to its inevitable conclusion.

As that co-operation grows we hope it will include the provision of an adequate supply of scholarships. We sympathize with the Joint Committee's recommendation that a national scheme of technical and art scholarships to enable students of sufficient merit and works experience to pass into appropriate full-time courses of study, and that local scholarship schemes should be developed more widely in order that suitable students may proceed from industry to full-time courses of instruction. The two suggestions sound very similar, but, while both are necessary, we feel sure that any one who has studied the present position of national scholarships available for technical students will agree that the time has long since arrived when the supply of national scholarships should be increased. We look forward to the further report on this matter which the Joint Committee is now preparing.

Space prevents our reference to the complete list of recommendations made in the present report. The development of library facilities and of physical training and social activities, however, set alongside the recommendations we have already mentioned give some idea of the vision which has inspired the Joint Committee in their work. An excellent report which, if carefully implemented, will go far to making our system of technical education second to none.

* *Journal of Education*, March, 1937.

The Empire Film Library.—Picturesque reels of wild life in Canada and of domestic and industrial scenes in West, East and South Africa have been added to the 1,279 films in the Empire Library at the Imperial Institute, South Kensington. These welcome additions tend to ease somewhat the acute demand for Empire educational films by the 2,400 schools and social institutions on the Institute's circulatory list, but many more will be required before the shortage is made good.

* * *

Morley College—New Courses.—" War and Peace " is to be the subject of the Tuesday evening public lectures at Morley College, 61 Westminster Bridge Road, during the spring term. The first three lectures on Danger Spots in Europe, Fighting Forces and Modern Methods of Warfare will be given by Major-General A. C. Temperley, who will be followed by Lieut.-Colonel Sir Arnold Wilson on Isolation, Bertrand Russell on Pacifism and Miss Eleanor Rathbone on Collective Security. The first lecture is on January 18, and a course ticket at half a crown covers the series of six lectures. In March and April the public lectures will deal with Great Cities of Europe.

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OCCASIONAL NOTES

SIR E. D. SIMON contributes an important article under this title, one of a number on "Reaching the Public," to the Christmas number of *The Spectator*.

The Controversial in Education:

He rightly points out that most English teachers are deeply shocked at the extreme forms of propaganda carried on in the schools under dictators. On the other hand, if the foundations of democratic citizenship are to be laid at school, it is essential that they should at school be taught to study and understand how human beings think and behave in society. There is no salvation in escape—teachers must face the difficult problem of teaching contemporary affairs, including much that may be controversial, while avoiding "propaganda." As illustrating two opposed views, he quotes from an article in the *A.M.A.* of June, 1936, in which Mr. J. J. Bagley argues that the task of history teachers is to give, so far as their natural bias will permit, a full and fair picture of the past, putting forward with equal stress Tory, Liberal and Socialist opinions, and indicating Christian and non-Christian, Catholic and Protestant attitudes to particular problems, no exception being made in the case of the League of Nations. As against this, he also quotes the views of a Swiss University teacher, who says that logical arguments are of little value in a discussion with true Fascists, because the latter do not adhere to the same laws of logical thinking as we do. "If people maintain that man's spiritual structure is emotional rather than rational, how can you make use of rational and logical methods?"

WHAT, then, are we to do when one democrat urges us to be completely impartial, and another suggests that we may be driven to adopt the full methods of dictatorship propaganda in support of liberty? The author believes that both these methods are wrong. But if we say "no indoctrination," we have made the great decision. If we teach that indoctrination of *any* creed is bad, we are teaching that non-indoctrination—that is to say, liberty, is good. "I hold, therefore, that it is the plain duty of teachers in a democratic country to educate their children to believe in the democratic values: the sacredness of personality, government based on discussion and persuasion with the use of force only in the last resort, the belief that it is the duty of every citizen to study the facts of the contemporary world and take the responsibility of making up his own mind. . . . To pass on the great heritage of British liberty cannot be called bias or propaganda in any derogatory sense. On the contrary, we believe that democracy is a higher form of civilization than dictatorship; that it can only be built up slowly and painfully by the efforts of thousands of independent citizens, and that it can only be maintained by an educated people deeply convinced of the value of its principles." These sensible views will, we do not doubt, commend themselves to the great majority of teachers.

The Way Out.

AS the Education Act, 1936, which raises the school-leaving age to fifteen, comes into operation in the autumn of 1939, much planning ahead is necessary, and in order to afford guidance and suggestion to local education authorities, the Board of Education has issued the important Circular 1457. The great difficulty is, of course, that of exemption in cases of "beneficial employment." It is generally agreed that, if we are to have exemptions, some of the Board's suggestions are good, as, for example, co-operation between neighbouring authorities, consultation with local committees for juvenile employment, surveys of existing conditions of such employment, and the securing of facilities for the further education of children and for their recreation. So much difference of opinion exists, however, as to what beneficial employment really should mean, that estimates of the percentage of children that will be exempted differ widely.

Education Act, 1936.

SOME trenchant criticism of Circular 1457 is contained in memoranda issued by the Trades Union Congress and the Labour Party, the T.U.C. memorandum being the more comprehensive of the two. The circular, it is said, appears to be more concerned with the granting of exemptions than with the retention of the children at school. If the Board is really anxious to keep the children at school, why continue to offer vocational guidance before the age of 14 is reached, and why encourage parents to apply for employment for their children with a view to exemption? The positive suggestions of the critics are interesting. No employment, they say, should be regarded as "beneficial," unless it is guaranteed for at least a year, and unless it provides a training which leads to a skilled occupation. The latter requirement would cut deep, because it would mean the rigid exclusion of blind-alley jobs, such as those of van boys, messenger boys, and lather boys in barbers' shops. It is further suggested that, if further education and adequate recreation are seriously meant, the hours of labour per week should be more like thirty-six than forty-eight, and that there should be reasonable holidays with no loss of wages. The granting of exemptions, moreover, should for obvious reasons not be entrusted to local sub-committees.

Beneficial Employment.

AN important modification of the building plans of the University of London on the Bloomsbury site is announced. The original proposal of a single building nearly a quarter of a mile long involving the building-over of the garden of Torrington Square is abandoned. The garden is to be preserved and surrounded by a group of buildings, including the new buildings for Birkbeck College and the School of Oriental Studies, the first to be constructed under the revised scheme. This new policy accords with suggestions published in this

London University.

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column. We understand that it was accepted with almost complete approval by the Court and Senate of the University. Mr. Charles Holden, the architect, should have no cause for regret for the first instalment of his building as originally planned is self-contained and harmonious, giving no suggestion of frustration, and under the revised scheme a better view will be obtained of the impressive tower, 210 ft. high, especially from the north.

THE agenda paper for the Assistant Masters' Association Council's Meetings includes three resolutions concerning the School Certificate Examination of the Executive Committee asking Council to endorse its acceptance of the proposal for the abolition of the Group System. As well as the resolution, the agenda contains as an alternative to abolition yet another proposal for modification. It is proposed that Groups II and III should be combined and that to secure a certificate, a candidate must obtain at least one pass in Group I, two passes in the combined group and five passes in all. We find it difficult to understand why any one should support this proposal and yet oppose the total abolition of the group system, for it would seem that while retaining groups, it abandons the reason for their existence.

The Group System:

THE contention of the supporters of the group system is that it is necessary in order to ensure a balanced curriculum. For this, it would seem necessary that one group should contain subjects of only one type for otherwise a pass in that group does not assure that any particular type of subject has been studied. This modification shows a willingness to sacrifice either Group II or Group III, but seeks to hide the fact by placing the subjects of both groups in one single group. Another resolution favours the course originally put forward in 1929 by Mr. Edwards, a retired H.M.I., in a pamphlet entitled *A New Proposal* and described by him as " The Open Certificate " in an article contributed to *The Journal of Education* in November, 1933. According to this proposal, candidates would cease to pass or fail in the examination as a whole, and *all* would receive a certificate recording the subjects passed in and the standards reached in each. The distance between this and the present system is too great to be covered in one stride.

And its Abolition.

IN the preamble of his address as President of the Johnson Society, Mr. Guy Boas, Headmaster of Sloane School, Chelsea, found it necessary to apologize for the election of a schoolmaster for the first time to this distinguished position. Dr. Johnson was himself a schoolmaster but scorned the title of Dominie. Mr. Boas discoursed on Johnson as schoolmaster and educationist, especially his views on corporal punishment, without which, Johnson admitted he would have done nothing. Perpetual warfare between master and pupil has given place to a happier relation between teacher and taught. The schoolmasters have become less pompous, and boys " more humane, well-mannered and sensible." Dr. Johnson confessed to Mrs. Thrale that he never wished to have a child, and this may be regarded as King's evidence of his disqualification for the teaching office. But he was a great man and his views on education are worthy of serious study.

The Johnson Society.

LORD MACMILLAN, Chairman of the Court of the University of London, opened the new buildings in Foster Court at University College. These include the Foster Court Library, rooms for the Faculty of Laws, the Department of Geography and Archaeology and the junior laboratory of the Department of Physics. The premises were formerly occupied by Shoolbreds, and Lord Macmillan commented on the metamorphosis from a monument of commercialism to a source of learning. Referring to the teaching of law, he said the subject was often regarded as dismal, second only to economics. But the study of law was really a social service, enabling disputes to be settled, even in universities. In his view, no study could be more interesting, more fascinating, and more romantic; and he would wish to see it taught not only in universities but in simple fashion in secondary schools. Every citizen was entitled to some guidance on how to regulate life.

University College, London.

ON May 14, 1887, Queen Victoria laid the foundation stone of a small technical school alongside the Queen's Hall of the People's Palace in the Mile End Road. The school grew into the East London Technical College and was recognized by the University of London as a " school of the University." It soon shed the adjective " technical " developing a strong arts faculty as well as science and engineering faculties. In 1934 a Royal Charter was granted and the name of the College was changed to Queen Mary College, with Her Majesty's gracious consent. The College is the child of the Drapers' Company, which has contributed sums amounting to £500,000 for its development. Great extensions are at present in progress involving an outlay of £250,000. Praiseworthy efforts are being made to establish a link with industry. A high-voltage laboratory, a special feature, has trained many technicians who are greatly needed in modern industry. The jubilee was the occasion of a dinner at Drapers' Hall and of celebrations in the College.

Queen Mary College.

SEVEN years have elapsed since the meeting at the Mansion House for the inauguration of London House, a hall of residence for British male students from the Dominion and Colonies and from the United Kingdom. In the interval, the work has been carried on in temporary accommodation. Queen Mary has now opened the first block of the building scheme, near Mecklenburgh Square, including a magnificent dining-room, a library dedicated to Sir Charles Parsons, and residential chambers. The architect is Sir Herbert Baker, R.A., and the style of building, as well as its purpose, recall Rhodes House at Oxford. There is a fine staircase in Derbyshire marble leading to the dining-hall. The

London House.

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island site, of which the new building occupies part, has an area of about one and a half acres and when the scheme is complete, London will possess an excellent example of an academic hostel. A further sum of £250,000 is required for building and endowment. Since the establishment of the Trust, more than £260,000 has been subscribed.

Sheffield University.

MOST of our universities emulate the daughter of the horse leech, and this is evidence of vitality. Sheffield University has started on a scheme of extension costing the comparatively small sum of £90,000. The principal feature is a large assembly hall, semi-circular in shape, to seat 1,500. The style is later Gothic, to correspond to the present buildings and the architect is Mr. T. A. Lodge. This is the first instalment of a scheme of development to be completed in three or more instalments. An impressive tower forms the central feature of the building. Firth Hall, the present assembly room, is to be used as a library. We regret to learn that the appeal for funds addressed to old students has so far produced a comparatively small sum, but the resources of Sheffield as an industrial city should be equal to the need.

Reading University.

SIR SAMUEL HOARE, Home Secretary, has been installed as Chancellor of Reading University in succession to the late Sir Austen Chamberlain. He is the third Chancellor since the creation of the University by Royal Charter in March, 1926. Honorary degrees were conferred on distinguished men and women, and Sir Samuel gave a brilliant address, worthy of the occasion. He recommended the study of Montaigne, both to show how life should be lived and to ascertain whether it has been lived worthily. His first advice, facing a troubled world, was patience—not middle-age complacency or flabby inertia, but a blend of courage and scientific sincerity. He referred to his contacts with the great Masaryk, who expressed the view that the mission of the British people was to teach the world common sense, the quality which prevents the intellectual from losing touch with reality. After patience, he recommended insight, of which sympathy is the main ingredient. And finally, the quality of balance. The three qualities go far to constitute the art of life.

Coimbra.

PORTUGAL'S University of Coimbra has celebrated its 400th anniversary. Once the political capital, Coimbra has become the intellectual capital of a country with a great history, our oldest ally. Reorganized by Dom John III, who came to the throne in 1521, the University took a leading position in European learning, producing many distinguished writers such as Camves. In the nineteenth century, political conditions caused the University to retire within itself and to oppose progress in any form, an attitude for which a good precedent was provided by Oxford University of the eighteenth century. Great Britain was represented at the celebrations by Prof. F. G. Donnan, the famous chemist, late of University College, London, and by Mr. J. Ramsbottom, of the British Museum (Natural History).

University Representation in Parliament.

A JOURNAL that has published many disquisitions on university representation in Parliament should join in the congratulations to Mr. A. P. Herbert, senior burgess of the University of Oxford, on his success in connection with the Matrimonial Causes Act. At the dinner of honour, Sir John Simon, who on occasion has denounced university representation in his political capacity, said, with truth, that Mr. Herbert had given university representation a new lease of life. To his secret and great delight, Mr. Herbert said in reply, Oxford had been shown as not always the home of lost causes. If Oxford and other universities can send to Parliament representatives as humorous, as virile, as persistent as Mr. Herbert, university representation may be hailed as the best method of selecting men and women to serve in Parliament. Mr. Herbert has assumed the mantle of his predecessor, Lord Hugh Cecil—no easy task.

Entrance Scholarship Examinations—Publication of Results:

ENTRANCE Scholarship Examinations for admission to secondary schools in Wales have been under criticism from two angles recently. The Welsh Federation of Head Teachers has expressed its disapproval of the practice of some local authorities who publish lists of successful candidates. The parents of these candidates are, naturally, glad to see their children's names in such lists. Combine individual opinions and you have a general opinion, and the public comes to formulate its opinion of the relative merits of neighbouring public elementary schools from these lists—in complete ignorance of differences in staffing and general conditions. Heads are therefore driven, despite their professional code, to arrange for special scholarship classes and "coaching" for their promising pupils, and so some children ride on a frothy wave into a secondary school career which does not fulfil its first promise. It is undesirable and, indeed, preposterous that a child's future career should depend on an examination test and "coaching" at from 10 to 12 years of age. To remedy this will be a slow and costly business but a start can be made. Let the local education authorities in Wales combine to pronounce, in consultation, that their examinations will be designed to be taken in "their stride" by pupils "capable of profiting by secondary education," and that they will not judge elementary schools by their examination results. Then let the teachers of Wales pronounce publicly, and sustain their determination rigidly in private, that there shall be no more "coaching." This real reform would cost nothing.

And Age Limit.

THE other criticism—this time from a Part III authority in Wales—was directed at a proposal of the Glamorgan Education Authority to lower the upper age limit from 12 years and nine months to 12 years. In this matter the criterion usually applied is the number of "chances" the child is to get of sitting the

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test—a serious criticism of the examination revealing that, for many pupils under the existing systems, the factor of experience is of great importance. Some day, when the existing secondary school curriculum has been reformed sensibly, the school age has been raised to 16, and senior and secondary schools are equally important parts of a rational system of post-primary education, fluidity of transfer between the two types of schools will become a commonplace. To-day it is a rarity. Heads of primary schools wish to retain their pupils as long as they can, partly for selfish reasons, mainly because they believe that a better " foundation " can be laid in that way. Heads of secondary schools, having the School Certificate in mind, want " to catch 'em early " believing that a better " foundation," at least for their purpose, can be laid in that way. This " Pull Devil Pull Baker " game—with the child being " pulled "—has gone on too long. And the remedy ? Reform the School Certificate so that the child can commence the course at about 11 years of age. Let heads of primary and secondary schools decide what the " foundations " really are. This will keep us busy enough whilst the ideal post-primary education is coming along.

NEW and important regulations for the award of the Scottish Leaving Certificate have been issued by the Scottish Education Department. These are to take effect in 1940. In this way the education authorities will have sufficient time to make such adjustment of the course as may be thought necessary. The first important change involves the subjects of history and geography. As things stand at present, history is a subsidiary part of English, and geography, where it is professed at all, is a part of the science course. Under the new scheme the Department proposes to treat these as independent subjects, with papers on both higher and lower grades. It is also stipulated that one or other of these two subjects must be passed on the lower grade at least as a condition of the award of the Certificate. Another major change occurs in the regulations regarding mathematics and science. It is now decreed that no candidate will be refused a Leaving Certificate because he does not profess either or both of these subjects. Similarly, it is stipulated that it is no longer essential to include a foreign language. A further change, and a specially interesting one, is the provision that every candidate, on each occasion when he is presented for the award of the Leaving Certificate, will be required to take a paper in arithmetic. It is also intimated that there will be written papers in science on the lower grade and in arts on the higher grade, the latter paper to last two hours and a half.

The Scottish Leaving Certificate :

THESE are drastic changes, but for the most part they are very desirable. Undoubtedly they will evoke considerable criticism, some of them more than others, but generally speaking they go a long way towards meeting the criticisms of enlightened teachers. The main advantage likely to accrue is the freedom thus gained from university demands. Not 10 per cent of the pupils who take a Leaving Certificate go to the university ; yet the shadow of the university is over the schools, and their main strength is devoted to subjects valuable for a degree course, but much less suitable, either on grounds of culture or utility, for the great bulk of the pupils. The new regulations about history and geography are also entitled to a cordial welcome. Both subjects have been comparatively neglected in the past, but now that they are put on a level with other major subjects (and one at at least must be studied by all pupils), there ought to be a welcome raising of the standard of attainment among Scottish boys and girls. The compulsory inclusion of arithmetic for all makes it possible and judicious to leave the study of mathematics to those who have an inclination that way. For many pupils, some girls especially, it is a waste of time.

Some Desirable Changes.

SIR HECTOR HETHERINGTON, Principal of the University of Glasgow, in a recent address to a joint meeting of the Glasgow Publicity Club and the Glasgow District of the Institute of Journalists, made a strong plea for placing the ancient universities of Scotland in a stronger financial position. He pointed out that the university tradition was stronger in Scotland than in England. In Scotland the proportion per head of the population of full-time students was 1 to 475, whereas in England the corresponding proportion was 1 to 1,000. In other words, Scotland, in proportion to her population, required twice as much for her universities as did England. Oxford and Cambridge apart, the Scottish universities were much better equipped with scholarships and special foundations of various kinds than the newer universities in England, and they were also fortunate in the possession of special endowments and treasures such as the great Hunterian Museum at Glasgow University, which none of the English universities could rival. In other respects, however, they were not so well off. Glasgow with 4,200 students had an income of £257,000, while Liverpool with half that number of students had an income almost as great, and Leeds with only 1,600 students had an income of £264,000. Glasgow had thus to undertake its work at half the rate per head enjoyed by the English universities. A more liberal public support was necessary, therefore, if the standard of work was to be efficiently maintained.

The Financial Position of the Scottish Universities.

THE *Evening Standard* has published an interesting article, by the Very Rev. W. R. Inge, on " How Germany will train her rulers." Hitler's scheme presents some novel features. First, 4,000 boys, the " sons of eugenically fit parents " are selected to attend the thirty-two Hitler schools. " They must be physically without blemish ; even the need to wear spectacles is fatal." After a prolonged course of educational, military, industrial and professional training, they present themselves, at the age of 25. A thousand are then selected as future administrators and are passed into four castles

German Rulers.

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for a further four years of mental and physical training. This system, as Dr. Inge remarks, is a far cry from selection by marks at a competitive examination. Hitler's insistence on physical perfection is also a departure from tradition. As a postscript, Dr. Inge remarks that the physical culture movement in our own country " seems to me one of the few encouraging signs in a rather dismal age."

MANY teachers would prefer to attend the obsequies of an examination board rather than the celebration of its jubilee. But the National Froebel Union has many friends and few enemies. A distinguished company assembled at the County Hall, London, on the occasion of the Union's jubilee, to hear discourses from Dr. Halliday, Mr. Raymont and Mr. C. G. Montefiore on the Union's work. Froebel created that beautiful term *kindergarten*. This has defied translation and is still current throughout the world, expressing the conception of young children as growing plants requiring from the teacher not repression but " benevolent superintendence." The celebration was a reminder of our educational debt to Germany. R. H. Quick, in his first preface to *Essays on Educational Reforms*, published in 1868, said that he found that not only the *good* books but all books on the history of education were in German or some other foreign language. He pays high tribute to Froebel and his ideas of development through self-activity. Froebel's lamp, fed with oil by the Froebel Society and the National Froebel Union, still burns bright.

National Froebel Union.

SIR JOSIAH STAMP, who succeeded Lord Haldane the founder, and Sir Austen Chamberlain, as third President of the Institute of Public Administration, selected for the subject of his presidential address " The Administrator in a Planned Society." The tasks to be covered by the administrator, he said, are becoming wider and more numerous, and he asked whether the mental training ought not to have some radical redirection. We are still rooted in the ideology of thirty years ago. The Government's real task is to maximize social utility. This dictum is applicable to education. Educational legislation and administration should aim to obtain the maximum result at the minimum cost of money and effort. The administrator's tendency is to move in a rut and not to create friction by attempting to adapt methods changing conditions. Fortunately we have avoided complete Government control in education. The co-operation of private enterprise provides a much-needed stimulus.

The Place of the Administrator.

IN 1924, the year in which the first Labour Government took office, a " Science and Labour " conference was held at the British Empire Exhibition. It was successful as a current event, and we may hope it planted a seed for the idea embodied in the proposed appointment by the General Council of the Trades Union Congress of a scientific advisory council. Sir Richard Gregory, who was Chairman of the Committee responsible for the Science and Labour Conference of 1924, has consistently pleaded for organized co-operation. As he wrote in a letter to *The Times*, men of science cannot remain indifferent to the social consequences of their work, or be silent when they are blamed for robbing people of their work, and for creating new engines of destruction. If some of the inevitable results of scientific work are of a poisonous nature, the discoverers, in association with representatives of labour, should also be able to find the antidote.

Science and Labour.

SIR ERNEST GRAHAM-LITTLE, in a letter to *The Times Educational Supplement*, directs attention to what appears to be a defect in the Cinematograph Films Bill now before Parliament. Although the value of the educational film was recognized in the Moyne Report, the provision made by the Bill for its supply is " conspicuously absent." With Sir Ernest's suggestion that official encouragement should be given to the makers of educational films, we entirely agree. The educational film should become an important medium in the hands of teachers, and the Board of Education may reasonably be expected " to take a hand in ensuring that short educational films are of the proper kind." There should be a more active policy in exploiting the educational aids which science has made available, including, in addition to the film, the gramophone, offering many applications in the teaching of languages and appreciation of music, and broadcasting. As a University member, Sir Ernest is doing appropriate work in championing the cause of the educational film.

Educational Films.

MISS JANET CAMPBELL and Miss Ethel Strudwick have been well advised to direct attention in a letter to *The Times* to the risk of an under-supply of mistresses for physical training in girls' schools. A new college is to be established for men, but the official view appears to be that the existing colleges for women will meet the demand. Tribute is paid by the writers of the letter to the pioneer work of Mme. Bergman Osterberg and her associates. The Swedish system of gymnastic exercises was introduced fifty years ago and had most beneficial results, as the most casual observer of the health, stature and grace of the school-girl of to-day will admit. In recent years the training has been modified to meet changing conditions of general education and social requirements. The normal period of training for mistresses is two years, with an additional year if a qualification in medical gymnastics is required. We hope that it may be possible under the national scheme to provide further facilities for the professional training of mistresses for this important work.

Physical Fitness for Girls.

In Mr. J. A. Spender's recent book, *Men and Things*, there is a reprint of the address he gave in Bath Abbey in October, 1932, on the unveiling of a memorial tablet to T. W. Dunn, his old Headmaster at Bath College, who died on October 7, 1930 aged 94. Bath College has now ceased to exist, but few headmasters can have received a more laudatory estimate of their influence on their pupils.

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FURTHER LETTERS TO A YOUNG HEADMASTER

V. UNHAPPY AND HAPPY SCHOOLMASTERS

By W. JENKYN THOMAS, M.A., ex-Headmaster of Hackney Downs School, formerly Grocers' Company's School

MY dear W.,

The other day, when I was fervently wishing I was back at school, I came across an article by Mr. Guy Boas, the well-known Headmaster of the Sloane School, in *English*, the magazine of the English Association (a first-rate production, by the way), which gave me furiously to think of the vast changes that have taken place in schools, in the public estimation of those who work in them, and in their attitude towards their work.

I am going to lift some quotations from the article. This is a passage which occurs in Doctor Johnson's *Life of Milton* : " This is the period of Milton's life from which his biographers feel inclined to shrink. They are unwilling that Milton should be degraded to a schoolmaster ; but since it cannot be denied that he taught boys, one finds that he taught for nothing and another that his motive was only zeal for the propagation of learning and virtue ; and all tell what they do not know to be true, only to excuse an act which no wise man will consider as in itself disgraceful. His father was alive ; his allowance was not ample ; and he supplied its deficiencies by an honest and useful employment." Faint praise, with a vengeance !

Of Blackmore the same pundit writes : " In some part of his life, it is not known when, his indigence compelled him to teach a school, an humiliation with which, though it certainly lasted but a little while, his enemies did not forget to reproach him when he became conspicuous enough to excite malevolence : let it be remembered to his honour that to have been once a schoolmaster is the only reproach which all the perspicacity of malice, animated by wit, has ever fixed upon his private life." Prodigious !

By the way, do you know anything about Blackmore ? I didn't until I looked him up in the Index and Epitome of the *Dictionary of National Biography*, where I found the following : Blackmore, Sir Richard, died 1729, physician and writer : educated at Westminster and St. Edmund Hall, Oxford : M.A., 1676 : M.D., Padua : F.R.C.P., 1687 : censor, College of Physicians, 1716 : elect, 1716–22 : physician in ordinary to William III and knighted, 1697 : physician to Queen Anne. He produced religious and medical treatises, and some indifferent poems, including " Creation," 1712, which was warmly praised by Dr. Johnson. (Evidently not only dead but damned.)

Apropos of nothing, if you go through the *D.N.B.* you will find that an astonishingly large number of the men considered worthy of inclusion in that dictionary were educated at Westminster.

Johnson himself could not have hated schoolmastering as much as might have been expected from these quotations. Even after the failure of his private academy at Edial, near Lichfield, and making a figure in the literary world of London, he was willing, according to Boswell, to resume the office of schoolmaster when an offer was made to him of the mastership of a school, provided he could obtain the degree of Master of Arts. He failed, however, to satisfy this condition. It is significant that in later life he remarked that " a boy at school is the happiest of human beings."

Thomas Carlyle, in his twenty-fourth year, when he was himself a teacher, wrote : " The despicable wretchedness of teaching can be known only to those who have tried it and to Him who made the heart and knows it all. One meets with few spectacles more afflicting than that of a young man with a free spirit, with impetuous though honourable feelings, condemned to waste the flower of his life in such a calling, to fade in it by slow and sure corrosion of discontent : and at last obscurely and unprofitably to leave, with an indignant joy, the miseries of a world which his talents might have illustrated and his virtues adorned." (I don't understand this last clause ; do you ?)

Mr. Boas points out that T. E. Brown, the Manx poet, who was successively an assistant master at King William's College, Isle of Man, Headmaster of the Crypt School, Gloucester, and Second Master at Clifton College, has expressed the same view in poetry, and Sir Hugh Walpole in a novel, and that Mr. Bernard Shaw never misses an opportunity in a preface of saying the same sort of thing and a great deal more. He asks, " Can a lexicographer, a philosopher, a journalist, a poet and a novelist, if they all feel and say the same thing, be wrong ? "

Yes, he answers, and I agree—entirely and absolutely and fantastically wrong, under modern conditions. Not so wrong, perhaps, in the past when " ushers " were abominably underpaid, discipline depended upon corporal punishment and Headmasters were autocrats. Security of tenure was undreamt of (in my opinion, *pace* the I.A.A.M., there is, if anything, too much of it now), and not a few Headmasters were capricious, cruel tyrants.

Under modern conditions, unhappiness in a teaching post is quite an exception, confined as a rule to those who cannot keep order (though I have known " duds " who were not so unhappy in their futility as they deserved to be). There are, however, still one or two Heads who do not fully realize how essential it is for the efficiency of their schools that their staffs should be contented in their work.

I believe that schoolmastering now stands high in public estimation and that its status is rising. The achievements of schoolmasters in the Great War have had something to do with it. But I regret that many people still refer rather contemptuously to " schoolmarms."

Teachers themselves are becoming prouder and prouder of their profession.

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Personally, I drifted into teaching and I thank whatever gods there be that I did so drift. By the way, nowadays practically all teachers deliberately choose their profession ; that is a good thing. To drift into any job as a *pis aller* does not make for happiness or efficiency. I found my life's happiness in my job, although, of course, like any other job, it involved many worries and anxieties, and I was very unhappy when I had to give it up. The only thing I really hated about it was the necessity of correcting exercises and marking examination papers. But the job had to be done and I did it conscientiously, but with loathing. Examiners do not receive anything like the pay they deserve for the soul-destroying drudgery which they suffer.

Perhaps I was happy and to some degree successful for a reason which a comment of Boswell's suggests. After saying " The art of communicating instruction, of whatever kind, is much to be valued, and I ever thought that those who devote themselves to this employment, and do their duty with diligence and success are entitled to very high respect from the community." (Confound—I nearly used a stronger word—his condescension ! One feels that he was being deliberately magnanimous. And the fool (*teste* Macaulay) did not know that there is more to it, infinitely more, than communicating instruction.) He goes on to say, " Yet I am of opinion that the greatest abilities are not only not required for this office, but render a man less fit for it."

But you and many others incontrovertibly prove that Boswell is wrong. And you are happy in your work, aren't you ?

Yours ever,
W. J. T.

TOPICS AND EVENTS

Choice of Occupation Leaflets.—The Ministry of Labour has published a leaflet on engineering which is designed for the information of boys who leave school at the age of 14 or 15 years. The leaflet sets out in simple language the nature of the work done in the different shops, from pattern making and tool making to fitting and assembling, and indicates the qualities needed for success. Then the main methods of entry into the industry and the corresponding prospects are clearly explained. Brief particulars are given of the various certificates, diplomas and scholarships which may be obtained by the ambitious boy and reference is made to the technical classes available at day and evening schools. The leaflet (Choice of Occupation Leaflets : No. 3, The Engineering Industry) is on sale at H.M. Stationery Office or through any bookseller at the price of 1d. (1½d. post free).

* * *

Short Course in Paris for Teachers of French.—The Board of Education has issued a prospectus (Form 105U[S 1]) of a course for secondary school teachers which it is organizing in co-operation with the British Institute in Paris, and which will be held in Paris from March 30 to April 13, 1938. The course, which is entitled " France of the last Ten Years," is intended to give teachers of French in secondary schools in England and Wales an opportunity of improving their knowledge of what has been happening in France during the past few years in politics, economics, literature, drama and art. No fees will be charged for admission to the course. The Board will make a contribution of £2 toward the travelling expenses of each teacher selected to attend. Those who desire to attend the course (which will be limited to about 100 teachers) should at once apply to the Board of Education for the necessary application form.

* * *

Dramatic Production.—The Spring Term of the Sunday Course of Art of Acting and Dramatic Production, organized by Citizen House, for all who are interested in dramatic art or in social and educational drama, will open at the Everyman Theatre, Hampstead, on Sunday, February 6, 1938. This Course will again form the only one in this country held within an actual theatre. The plays to be produced include Shakespearian, eighteenth-century and every type of modern drama, while individual tuition is given to each member, who thus obtains as wide a knowledge as possible of every form of production. Scenery-making, costume and lighting demonstrations form a regular feature of the course, and every member is taught individually how to adapt schoolroom platforms, institute halls, &c., and make them into excellent Little Theatres with the maximum of imagination and creative talent and the minimum of cost. All properties, scenery, &c., used in the public performances are made during the course by the members, and acting parts are guaranteed all members. Readers are invited to attend the inaugural meeting of the course at the Everyman Theatre, Hampstead, at 2.30 p.m. on Sunday, February 6, 1938, when performances will be given by members of the Autumn Course. This meeting is free to all interested, and application for invitation tickets should be made to the Hon. Sec., Little Theatre, Citizen House, Bath, and a stamped addressed envelope enclosed.

* * *

Conference of Educational Associations.—The twenty-sixth Annual Conference of Educational Associations will be held at University College, University of London (Gower Street, W.C. 1), from January 3–8, 1938. During the month of January, the official health campaign will be linked up with education. The Minister of Health is President for the coming Educational Conference ; he will deliver the Presidential Address on " Education and Health " on Tuesday, January 4, at 5 p.m. " Health and the Schools " will be discussed at the Joint Conference on Thursday, January 6, at 5 p.m. Mr. M. L. Jacks and Miss Ethel Strudwick have consented to speak, and it is hoped that an address will be given by Dr. Herlitz from the Royal Caroline Medico-Surgical Institute at Stockholm. Sir Farquhar Buzzard will take the chair. Aspects of the question of health and the school child will be considered at a number of the sectional meetings. Forty-four affiliated associations will hold meetings ; in addition, there will be a discussion on school broadcasting, a display of new educational films, a conference on " The study of family problems " under the auspices of the Charity Organization Society, and the fourth annual conference on vocational and educational guidance, arranged for conference members by the National Institute of Industrial Psychology. The usual extensive exhibitions of books and of school equipment and a number of special demonstrations are beng arranged. Many expeditions to places of educational interest will take place. Full information on all the activities will be included in the book programme to be published about December 18 and to be obtained from the Conference Office, Gordon House, 29 Gordon Square, W.C. 1 (price 3d., post free) to which address all communications regarding the Conference should be sent.

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COLOUR

Method of Teaching Colour to Secondary School Pupils

PART II

By DUDLEY HEATH, formerly Principal of Hampstead Garden Suburb School of Arts and Crafts

PUPILS who are passing into the adolescent age are thrilled by the new experiences their daily contacts offer them, and are full of curiosity about everything. It is easy to build up their general knowledge about colour by an appeal to this curiosity, but we must remember that it is one thing for a teacher to state a fact and quite another for the pupil to discover it. In the first case he is dependent on the convictions of another, and in the second he gains self-reliance through his own initiative.

We have seen how by means of experiments in the use of colour and demonstrations of its behaviour that pupils begin to realize the more subtle gradations of which our world of colour consists. They have discovered that the full primary hues are enhanced a thousand-fold by the tints and shades which nature weaves into her schemes. These tints and shades are the really difficult problem and indeed, become the foundation of all harmonies. We know how painful an expanse of violent colour can be. Nature gives us strong colours in only small quantities, or for a few fleeting moments, as in a sunset. But so indifferent are many people to our world of colour that it is only when their eyes are startled by some violent note of colour that their emotions are stirred. Corot, the painter, studied nature in the silvery dawn, and when the sun rose in its brilliant intensity, he said, "Boom! Bang! I go home—and presently I will paint my dream."

Recent researches into the problem of colour psychology have helped the artist to know a great deal more about the principles underlying all scales of colour. Hitherto, the artist recognized the truth of the spectrum scale of hues, but tints and shades were the result of experimental mixing. Ever since the time of Sir Isaac Newton, ideas have been accumulating which help us to have an intelligent understanding of nature's law. It would be absurd to refuse to consider the result of these researches and assume, as some artists do, that colour is an emotional quality which is not subject to any law. Through these researches art teachers have a magnificent opportunity of revitalizing their stimulus to colour appreciation. Colour is a sensation, and therefore, more psycological than scientific, but it is shown to be in harmony with all natural law. The spectrum is only a small evidence of a truth which permeates all manifestations of the colour world.

We can discover by experiment that every tint and shade is part of a complete colour circle or scale which is as true to its gradation as the primary circle. For example, if instead of aureolin or chrome yellow we take yellow ochre as our highest toned yellow, we may build up a circle of gradation with all the colours through orange, red, purple, blue, green, back again to yellow, in perfect harmony in this key. So we may assume any degree of intensity as the key to our circle and obtain a revelation in beautiful tonal gradations of tint and shade. These new colour circles can be demonstrated by Ostwald's coloured papers which are obtainable in various tints and shades.

Nature holds the secret of this simplified aspect of her method, and displays for our appreciation examples which will fascinate those with eyes to see. A student who was introduced to these new sequences brought the writer a complete low toned circle of gradation made from autumn leaves which he had collected. If we have once formed the habit of observing and searching for colour values, we may discover in our everyday surroundings the truth underlying these very simple facts. A winter's day will give us gradation of grey or neutral tints and shades, always true to scale; an autumn day will give us low toned rich colours equally true in their values; the sky offers us many tints governed by the same laws.

In the mixing of such colours we may assist our pupils by letting them mix their complementary colours in equal proportions to obtain a neutral grey. This will suggest that if they wish to modify a full hue they may do so by adding a larger or smaller amount of its complementary. But when we are considering ordinary pigments we can arrive at our results by other means. For example, the silvery grey of clouds or other grey objects may be obtained by cobalt blue and sepia, or raw umber, for darker greys light red and ultramarine. In reference to greys there is much that the pupil should learn. There are many kinds of greys; the habit of studying greys is in itself a means of increasing sensitiveness to colour, because there are very rarely achromatic greys in nature. Greys are nearly always characterized by the influences of one or other of the primary colours. It is quite useful to make a circular chart of what we may call chromatic greys, ranging from yellow grey, green grey, blue grey, purple grey, to brownish or red grey. It will be of interest to note that the higher or lower the tone of our colour circle, the flatter is the gradation of colour, that is, the difference of the tone values of the various colours becomes less and less. The truth of this is illustrated by the work of many painters—Whistler, for example.

As the student advances in knowledge of, and interest in colour, he will realize that having decided on the particular tone of the scale of colour he wishes to use, that harmony will be the result of using all his colours true to that tone, just as they are true in his experimental circles; but he will often wish to liven up his design or picture and give it what has been called "a kick."

(Continued on page 34)

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Assistant Mistresses and Governesses

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This may be done in two ways ; either by introducing a small proportion of complementary colour to the dominant scheme, as we have already stated, or by introducing a " discord," in a very small quantity. In either case it must be remembered that the complementary colour or the discord will be a note of exceptional emphasis and, therefore, must be used with care, and in the case of a discord (which is a colour taken from the circle of another scale), it will be a dominant point of interest, and therefore must be used with the full intention of emphasizing that part of the scheme. It may be mentioned that high toned cold colours, such as light blue, are much more likely to " catch the eye," and " come forward," than lower toned, rich, and warm colours. The early Primitives often used a cold blue in their pictures to emphasize a passage—in the blue robes of the Madonna, for example.

Harmony, as we have already pointed out, is due to the family relationship the colours possess. Sometimes when we are working with a strong impulse, we may find that the result looks crude, or, as it has been rather well said, " the colours look skinned." We may redeem the harmonious relationship by washing a coat of yellow ochre over the whole picture and possibly by adding greys or neutral tints to certain passages. Working on tinted paper safeguards against such a fault. In Chinese embroideries we find a skilful use of greys and black and white, with brilliant hues, which pulls the whole scheme together. Black and white, and specially black, act as punctuations which elucidate a colour scheme, and seem to make it grammatically intelligible.

Practice in using colour as a medium of expression will alone develop individual preferences, and that peculiarly personal quality which appeals. No two people either see colour or render it in the same way. We are all subject to the same natural law, since we are a part of nature, and knowledge of her laws should make us more in tune with them. But the variation of our visual reaction is due to varying degrees of sensitiveness to certain hues. Some people have a preference for the blue section of the colour circle, others for the red. Some actually see colour differently with their two eyes. Try looking through the crack of a blind, first with one eye and then with the other. You may possibly find that whereas one eye sees the view in cool shades of colour, the other sees it in warmer tones, meaning that the reaction to the yellow waves is more active in the one than the other.

To encourage a habit of thinking in colour and, therefore, discovering how to interpret ideas in the medium, it is an engrossing and exciting problem to use coloured papers to express given ideas. Offer the class the following ideas :—

Anger.	The fight.	A brass band.
Cheerfulness.	The Holidays.	The dance.
Depression.	Examination.	The storm.

It will be seen that we have here an abstract idea ; a concrete idea ; and a symbolical parallel. The pupils are asked to choose such ideas as appeal to them and interpret them in colour. They are given, in this instance, coloured papers of the standard hues yellow, orange, red, purple, blue, green, with neutral brown, black, and white or grey as the paper on which they work. Results have shown the remarkable reaction of pupils to this colour stimulus, ranging from the most realistic treatment, to the most abstract and purely symbolic rendering. Some of the results came as a revelation to those who had never tried to express themselves in colour, as a dominant quality. It is a stimulating exercise for all ages and to the teacher it reveals a pupil's bent in a way that is surprising.

A word about pigments. Teachers will find that pupils have much more respect for their pigments and take far more interest in the medium, if they are given powdered colours, which they have to mix with size to make tempera, instead of using ready-made water-colours. They discover qualities through experiment ; they gain confidence in their use ; and are more enthusiastic about the results they learn to control. Fewer pigments are used and the limited palette helps to give colour a more expressive purpose. They will work too, on a larger scale. Tempera can be used on almost any kind of paper, but for preference it will be found that a tinted grey paper, of a slightly rough surface is best. For the size medium one sheet of gelatine to a small cup of hot water will produce size that is just fluid when cold. Mixing is best done on a white glazed tile or glass with horn or bone palette knife.

As water-colour is the prevailing medium it is important that pupils should have plenty of practice in floating washes of colour and running one colour into another while wet, endeavouring so far as possible, to complete a given gradation in a single painting. Much of the delightful work of Japanese painters is done with the paper kept damp and the heavier passages added as the paper dries. This may not always be possible with a large class of pupils, but at least they can learn that the essential quality of water-colour is wetness and directness of handling, and they should not be expected to work at an easel, but with the board only slightly tilted.

Since the tests in design in the General School Examination are no longer theoretical patterns, but are definitely intended for a given purpose, it is clear that the candidate's good taste in applying the quality of colour to that purpose is the result for which he should aim. We believe that the suggestions in these articles are most likely to further this aim. In their pictorial compositions, and also in their historical tests, the course suggested here should be a great value, since in their reference to nature and painting, teachers will constantly allude to the quality of colour and the manner in which artists in the various epochs have rendered it. If space were available it could be shown that primitive art was mainly interested in the two-dimensional aspect of colour and that as skill increased and the visual perceptions of natural phenomena became more sensitive, artists rendered the subtle gradations of three dimemsional colour with ever greater truth.

Reference Books :

Colour Science. Vols. I and II. By WILHELM OSTWALD.
Notes on the Science of Picture-Making. By SIR C. J. HOLMES.

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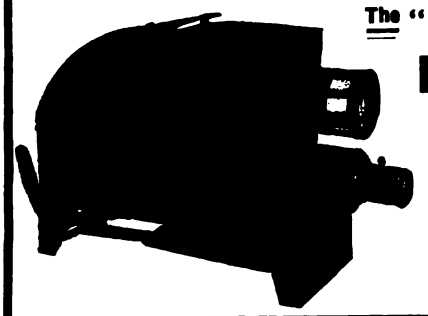

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THE EDUCATIONIST AT LARGE

By T. RAYMONT, M.A., formerly Warden of Goldsmiths' College

THE late Grant Allen once wrote a book which he entitled *The Evolutionist at Large*, and we do not recall that he was ever accused of thereby giving currency to a bit of bad English. Yet the word "Educationist" is frowned upon by the purist, who seems even to prefer the clumsy alternative "Educationalist." But however we spell it, we find the word useful for marking the distinction between the person who, for the time being at least, thinks and writes about a certain job, and the educator, who in one way or another is actually doing the job. We admit that the distinction is open to criticism, as what distinction of synonyms is not? Yet there are cases in which one is preferable to the other. Here are a few books, for example, all written by persons who are, perhaps, educators, and very good ones, but who are certainly educationists—at large, since they take the whole sweep of the subject as their province.

A student entering upon a period of training as a teacher needs, or is deemed to need, a general introduction to the whole subject. As our American friends say, he needs an orientation course. Or an experienced teacher may stand in need of re-orientation—a reconsideration of educational problems in the light of recent experiment and research. The need is provided for by various books published in this country, and by many more published in America. A good example[1] is that of Prof. Reeder of Ohio State University—a worthy pupil of Prof. C. H. Judd, and an appreciative colleague of Prof. B. H. Bode, whose works are well known to students of education in Britain.

A kindred publication,[2] edited by two members of New York University, is of composite authorship, there being no fewer than eleven America contributors. But the editorial work has been so well done that the book forms a unity, dealing chiefly with the social, but not neglecting the psychological and philosophical, aspects of education. Still another American treatise[3] having the same general aims, a comprehensive text-book for the student, and a refresher course for the experienced teacher, is the result of the co-operative labours of the education faculty of Stanford University. In this case the task of co-operation has naturally been easier, but the treatment strikes us as too diffuse for the beginner, and in places too sketchy for the more advanced reader. Any person, however, who desires to make acquaintance with the present state of educational thought in America would be well advised to consult these three books.

But there is a wider public which ought to be better informed about our modern educational systems—the people who pay for them, the general public. This is an important matter in every democratic community, and perhaps there are reasons why it is still more important in America than in Britain. Anyhow, a brave and significant attempt in this direction has been made by the Director of Liberal Arts in an American college.[4] As the title of his book indicates, he seeks to interpret the school system of America to the man in the street, to show how the story of the schools can and should be carried to the homes by means of newspapers, magazines, exhibitions, demonstrations, and, as he says, in scores of other ways. Many of the methods described are practised to some extent in England, but we may learn much from the text and illustrations of this book.

Less comprehensive in its scope than any of the volumes so far described, but broad enough to include the main problems of one of the biggest things in education, is *The Changing Curriculum*, a title[5] which clearly betokens the forward look. This book is the joint work of a committee of ten persons, but it is not on that account lacking in unity of design. A thorough discussion of the principles upon which curricula should in the modern school be based is followed by critical analyses of certain selected school systems, county and city. The tendency to break with the traditional subject-centred curriculum, and to develop a community-centred curriculum, or a curriculum organized around social functions, is the leading feature of these analyses. We have again a similar tendency in England, except where examinations make experiment difficult or impossible. The book bears witness to the amount of thoughtful activity that pervades much of American education.

We have reserved for final comment a book[6] which comes hot from the anvil of experience, which is suffused throughout with a living faith in the possibilities of education, and which, unlike the other books here noticed, has not the form and comeliness of a work of academic origin. Nor is the title self-explanatory. The initial letters of "a public-school for all" suggested the mystic "Apsa." The title and the size of the book seem designed to warn off educators who are too busy about other things to read serious and constructive criticism. The author or authors (for Mr. Smith's wife and colleagues are included) are sure that we underestimate the capacities of children. They do not believe in over-simplifying, they reject the do-a-little-well fallacy, they aver that the differences between children

(*Continued on page* 38)

[1] **A First Course in Education.** By Prof. W. G. REEDER. (12s. 6d. net. New York: Macmillan.)

[2] **An Introduction to Modern Education.** Edited by C. E. SKINNER and R. E. LANGFITT. (8s. 6d. net. Heath.)

[3] **The Challenge of Education: an Introduction to Education.** (18s. McGraw-Hill Publishing Co.)

[4] **Interpreting the Public Schools: a Manual of Principles and Practices of Public School Interpretation with Special Emphasis on Published Materials.** By J. E. GRINNELL. (15s. McGraw-Hill Publishing Co.)

[5] **The Changing Curriculum.** BY THE JOINT COMMITTEE ON CURRICULUM: EDITH BADER, O. G. BRIM, PRUDENCE CUTRIGHT, W. FRENCH, H. C. HAND, C. W. KNUDSEN, E. O. MELBY, P. T. RANKIN, LAURA ZIRBES, H. HARAP. (7s. 6d. net. New York and London: Appleton-Century Co.)

[6] **Apsa: a System of Education and a Faith.** By C. T. SMITH. (21s. net. Watts.)

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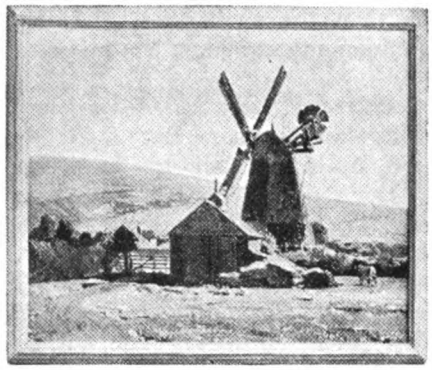

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are more important than the similarities, and that therefore a common minimum curriculum is a first-class blunder.

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The Annual Conference of The Geographical Association is to be held at the London School of Economics, Houghton Street, London, W.C. 2, from January 4 to 6 inclusive. The interesting programme includes the presidential address: Geography, the Basis of Planning, by Prof. P. Abercrombie, a lecture by Mr. A. J. Garrett on The Geographical Development of North-West London; A Study in Local Historical Geography for Schools; and papers on Marking and Standardizing General School Scripts by Mr. S. Fairgrieve and Dr. H. C. K. Henderson.

* * *

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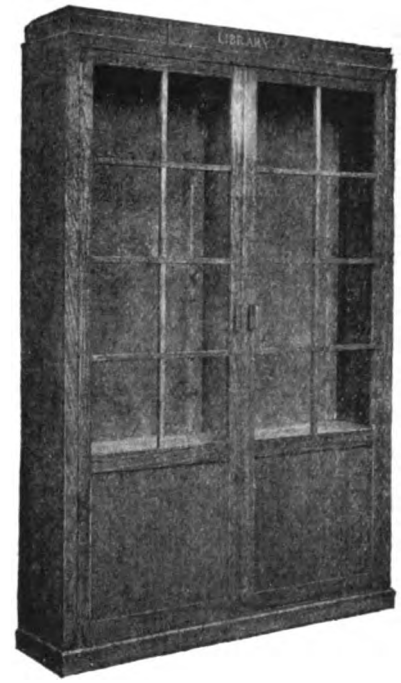

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Reviews

A Perplexing Personality in Greek Study

Plutarch's Life of Aratus

With Introduction, Notes, and Appendix by W. H. PORTER. (5s. net. Dublin: Cork University Press. London: Longmans.)

Apart from a few monographs, not nearly enough has been done for Plutarch in this country since the publication of the late Dr. Holden's editions of some of the *Lives*. Hence we may offer a cordial welcome to the present work, for it breaks new ground. In choosing Plutarch's biography of Aratus, Mr. Porter has done well, for by it he introduces us to a period of Greek history that is almost a "terra incognita" to any but specialists, though, to be sure, the student will glean some useful information from Mahaffy's *Greek Life and Thought*.

Who was this Aratus, whom Plutarch honoured with a special biography? Born in 271 B.C., he rose to fame through his liberation of his native city, Sicyon (near Corinth), from its tyrant, Nicocles. Subsequently he became master of the Achaean League. His main object was to weld the Greek States into something like political unity; but, as usual, the jealousies of the several States defeated this fine design. The League fell into the power of Macedon, and Aratus came (we are told) to a violent end. His *Memoirs*, if only we had them, would be a valuable asset to the historian; as things are, we rely on Plutarch's treatise to enable us to get some notion of a man who has been described as "one of the most perplexing personalities in Greek story."

Mr. Porter, in a long introduction of nearly a hundred pages, tells us all there is to be known. He has also supplied us with a revised Greek text, and some fairly adequate notes, which are particularly strong on the historical side. There is a moderately good index, and a plan of ancient Corinth—this a rather amateurish affair, but useful. What we do miss is the translation which should have accompanied the Greek text; if considerations of space had to be carefully taken into account, we could have spared a good deal of the Introduction in order to make room for an English version. That is the only complaint we have to make, for Mr. Porter's edition—the only one, we believe, in an English form—is a most careful and meritorious piece of work, and will certainly be welcomed by all classical scholars, and by investigators of a peculiarly complicated period of history.

History of Chemistry

A Short History of Chemistry

By Prof. J. R. PARTINGTON. (7s. 6d. Macmillan.)

In the preface the author states that his object has been to provide a concise history of chemistry suitable for University students, and this he has certainly succeeded in doing.

The first four chapters (pp. 1–64) give a brief but clear survey of the origins of applied chemistry, the beginning of theoretical chemistry, alchemy and iatro-chemistry. Chapters V–VII are principally devoted to the early investigations on combustion, the discovery of gases and the composition of water; and an admirable account is given of the classical experiments of Boyle, Black, Cavendish, Scheele, Priestley and Lavoisier. Chapter VIII deals with the laws of chemical combination, and with the origin and development of the atomic theory. Incidentally the author makes it clear that the law of multiple proportions was discovered by Dalton as a result of his atomic theory, and that the latter was evolved, probably, from investigations and speculations on the physical properties of gases. Chapter IX starts with an account of Davy's researches on the alkali metals, chlorine, iodine and flame, and then passes on to a detailed account of Berzelius's theoretical conceptions. In particular, the latter's electrochemical theory is given in detail, and this, in the author's opinion, is of very particular value now that valency linkages are explained in terms of electrons.

There are four chapters (pp. 216–321) on the development of Organic Chemistry in the nineteenth century. The author has avoided giving unnecessary detail of the early confusion in this branch of chemistry, and has stressed mainly those researches and theories which have since proved to be of fundamental importance. Thus he points out how the theory of organic radicals was developed through the work of Gay Lussac on cyanogen derivatives, of Wohler and Liebig on the benzoyl radical, of Bunsen on the cacodyl radical, &c.; whilst the theory of substitution had its origin in the work of Dumas. The author also stresses the invaluable help which Cannizarro gave when he showed that Avogadro's hypothesis could be used to decide between rival atomic weights, and hence rival molecular formulae.

It is a pity that the space (pp. 332–364) devoted to the history of physical chemistry is so meagre, especially the account given of solutions, which unfortunately is not described adequately in other text-books. On the other hand the brevity of the final chapter on the structure of the atom is justified by the large amount of text-book literature which is available on this subject.

This book gives an interesting, impartial, accurate and objective account of the history of chemistry; and its value is enhanced by the insertion of a large number of pictures and biographical notes of famous men of science. The concise summaries and supplements at the end of some of the chapters are particularly useful, as also are the original references on some of the pages and the bibliography at the end of the book. The printing and binding are in keeping with the excellence of the text, so that the reviewer can recommend this work with the utmost confidence to all students of chemistry.

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Stories of Adventure

1. Real Adventure Again
Selected by E. W. PARKER. Edited by W. T. HUTCHINS. (Heritage of Literature Series.) (1s. 6d. Longmans.)

2. Masterman Ready
By Capt. MARRYAT. (Herbert Strang's Library.) (Cloth boards, 1s. 3d. Limp cloth, 1s. Oxford University Press.)

3. *a* Carmen, Silent Partner
By C. KAHMANN.
***b* Head Wind**
By H. DANIEL.
***c* Flag of the Desert**
By H. BEST.
(Tales of Two Worlds, School Edition.) (2s. each. Oxford; Blackwell.)

4. Isle of Adventure
By A. S. K. DAVIS. (2s. Oxford; Blackwell.)

5. Fire in the Ice
By A. D. DIVINE. (Tales of Action.) (2s. Oxford: Blackwell.)

All these books have, as common ingredient, adventure, and all are free from the usual school-book introduction and notes. The first named is distinguished from the remainder by being "real," which to boys will almost certainly be an added attraction. The sea, the air, the mountains, the bull-ring and enemy countries are the theatres of the action.

Masterman Ready forms a standard against which to measure the new stories. Marryat's idea of a book for children seems to have been an adventure story told in a serious manner, and containing items of information on natural history and phenomena and of how things are done and made. The three volumes named above as being included in the "Tales of Two Worlds"—though what are the two worlds is not very apparent—include all this but the information is less lengthy and the adventure more exciting. *Carmen, Silent Partner*—a story of the coffee plantations of Puerto-Rico has more feminine characters than *Head Wind*—a story of Connecticut Pirates of the early eighteenth century and *Flag of the Desert*, a story of Africa, has none. All are well-told stories which should hold the interest of any boy or girl who likes adventure spiced with humour and has some taste for character drawing. *Isle of Adventure* is a story of pearl-fishing with perhaps most adventure of all, and the last in our list, *Fire in the Ice*, is a whaling story, and perhaps the best. The rivalry of sails and steam, and the endless struggle between man and the sea are well portrayed, and the character of Lofty with his humour is one of the best things in a book offering not only excitement but food for thought to any intelligent boy or girl.

Unemployment in the Learned Professions

Unemployment in the Learned Professions: an International Study of Occupational and Educational Planning
By Prof. W. M. KOTSCHNIG. (12s. 6d. net. Oxford University Press.)

This is an important book on an important subject. The author's former position as general secretary of the International Student Service at Geneva has afforded him unique opportunities of studying the problem as it affects all the civilized countries of the world. No aspect of the subject seems in this book to have been untouched or unilluminated. Take, for example, the almost universal fact of increased student enrolment in institutions for higher education. A falling birth-rate has actually coincided with increased student entries, partly because of the desire of parents to give their fewer children a higher education. The economic developments of the past century have created a demand for the kind of training which higher institutions alone can give.

The educational emancipation of women is another contributory factor. Then again what the author calls the fetish of diplomas, very well known in this country, is also known in other countries. These are among the causes of crowded universities, and the causes are carefully unravelled in this book. The consequent spread of unemployment among graduates, including intending teachers, has been serious enough in Great Britain, especially in Wales and Scotland, but the evidence goes to show that professional men and women in this country have been fortunate, as compared with those of European countries.

The case of Germany is outstanding. "In Germany," says Dr. Kotschnig, "the 40,000 or 50,000 workless university graduates in 1931–3 became, together with unemployed subalterns of the old imperial army, the spearhead of the national-socialist movement," though of course they were not the sole cause of the revolution. The effects of Nazi policy were to bring down the student enrolments from 130,000 in 1932 to 77,000 in 1935—a startling change, indeed. The author deals at length with the possible measures that can be taken to remedy the evil, including the method so drastically employed in Germany; and he concludes with a number of suggestions for an occupational and educational planning, designed to counteract the graduate unemployment by sound and moderate methods. Behind the dry figures of his statistical tables, behind his dispassionate analysis of cause and effect, there lies, says the author, the misery of a whole generation—men and women loaded with degrees and certificates, to whom society denies the opportunity to put to any use their gifts and their knowledge. To them the book is dedicated.

Paton's List of Schools and Tutors. (5s. J. & J. Paton.)—This well-known aid to parents in the selection of schools, continues to set out, in a clear and concise form, particulars of a great number of thoroughly reliable establishments, both boys' and girls'. The announcements are grouped in sections according to the type of school, for example: boys' preparatory, co-educational, girls' schools. Details of scholarships available will be found in the appropriate sections. Particulars of tutors are given. Valuable articles, corrected to date, provide guidance for intending candidates for the Services and certain professions. As usual there are lists of schools with special facilities for engineering, domestic science, secretarial training, and so on. Each section has its index, there is also a complete index of all schools arranged alphabetically as well as an index of principals' names. For those whose memories go back to Stanford's *Teacher's List* of the early 'seventies and the "Carteret-Bisson" volumes of ten years later, the present Paton's List is a more wonderful production.

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Minor Notices

Education

The University of New Zealand : an Historical Study.
By Dr. J. C. BEAGLEHOLE. (12s. 6d. net. New Zealand : Council for Educational Research. London : Oxford University Press.)

The University of New Zealand, established in 1874, has shown a passionate faith in impartial examinations. Its true ancestress is the University of London. For a long period, all papers were set and scripts marked in England. Even a shipwreck consigning to the bottom of the ocean a cargo of examination scripts failed to break the spell. Its four colleges have proceeded from a loose affiliation to the position of constituent colleges. The present constitution of the University is due to the Commission of 1925, composed of Sir Harry Reichel and Mr. Frank Tate, who created a " federal " University resembling the University of Wales. Dr. Beaglehole's last chapter, entitled " Conclusions," is an admirable discussion of the general problem.

Education and the Social Crisis in Europe
By R. SCHAIRER. (2s. 6d. net. Evans.)

The enterprise of publishing selected contributions to the Year Book of Education at a low price with a view to making them widely accessible deserves every encouragement. In this reprint, Dr. Schairer's researches into some educational problems abroad are collected together. His topics are the Université du Travail at Charleroi, the aid given to talented pupils in Belgium, the Fondation Universitaire in Belgium, the Parisian Ateliers-Ecoles, Vocational Training and Legislation in France, Denmark as an example of intensive education, and the practical problems of raising the school-leaving age in Europe. If this reprint is successful, it is hoped to publish the subsequent work of Dr. Schairer in a similar form.

Free, Compulsory, and Secular : a Critical Estimate of Australian Education
By G. V. PORTUS. (University of London Institute of Education, Studies and Reports, No. XI.) (2s. net. H.M.S.O.)

Prof. Portus gives a racy and informative account of the origin, administration and organization of education in Australia, closing with a discussion of informal agencies at work outside school and university. These lectures have a clarity and verve which make them as enjoyable to read as they must have been to hear.

Bilingualism and Mental Development : a Study of the Intelligence and the Social Background of Bilingual Children in New York City.
By Dr. S. ARSENIAN. (Teachers' College, Columbia University Contributions to Education, No. 712.) ($2.10. New York : Bureau of Publications, Teachers' College, Columbia University.)

This book attacks the educational problem of bilingualism, a problem of wide extent, judging from the maps. In the European map, we note that Wales is not shown as bilingual, though there are references in the text to Welsh bilingualism. Europe has 120 spoken languages and one-fourth of the population of the United States is bilingual. Hence a host of political problems. The author admits that the principle of democracy demands the right of existence and development of numerous languages, great or small, and suggests that the attempts to create universal languages such as Esperanto have merely increased the confusion. Our civilization tends toward an increase of bilingualism. There is need for further research on the subject, especially on the optimum age at which the child should become bilingual and on methods of acquiring the second language. The author's own research, based mainly on intelligence tests, was on bilingual Italian and Jewish children in New York of 9 to 14 years. Bilingualism does not appear to influence the mental development of children between these ages. This result may appear negative but it is important, especially for the dictators who are trying to suppress bilingualism.

Macmillan's Teaching in Practice for Infant Schools: Projects and Pictures.
Edited by E. J. S. LAY. Vol. 5. (21s. 15 Plates, Nos. 61–75, 9s. Reference Book for Pictures 61–75, 6d. Macmillan.)

The first four volumes of this important work are already very well known to progressive teachers of young children. They contain a comprehensive treatment, on the most modern lines, of a variety of " centres of interest," including the home, the farm, the seaside, the zoo, the fair, and so on. Here follows a fifth volume, extending the centres of interest to houses, shops, and places of amusement, and adding to the already long list of special chapters on method, new chapters on time-tables, school excursions, percussion bands, rhythmic movements, and the problem of the under-fives. There are also, to accompany this fifth volume, fifteen new class-room plates in colour, of the same standard of excellence as their predecessors. The whole treatise contains a mine of information and suggestion in which the teacher may quarry, and, we think, always with profit.

China Through a College Window
By W. G. SEWELL. (2s. 6d. net. Edinburgh House Press.)

University education in China is suffering severely from the ravages of war. Mr. Sewell has written an attractive book on the work of a Christian University before the outbreak of hostilities. It is a composite picture in which incidents and personalities are used to reveal in an intimate way Chinese character and modes of thought as they are manifested within the College, and in the contacts of the College with national, social and economic forces outside. The relations of Chinese to Western teachers, of students to one another and to their tutors, and the results of University education in after life are vividly portrayed.

School Size and School Efficiency : a Study of the Effects of Enrollment upon the Organization of Reorganized Secondary Schools
By W. C. SEYFERT. (Harvard Bulletins in Education, No. 19.) (6s. 6d. net. Cambridge, Mass. : Harvard University Press. London : Oxford University Press.)

Mr. Seyfert's study of the effects of size on the organization of instruction, the composition of the teaching staff, the admission and promotion of pupils, the progress of studies, the supervision of instruction, and extra-curricular activities in American secondary schools, is careful and thorough. Efficiency of organization is the standard by which these effects are judged. The problems investigated are similar to those which arise in connexion with the system of secondary education in our own country.

High School Teachers' Methods
By Dr. C. E. HOLLEY. ($3.00. Champaign, Ill. : The Garrard Press.)

Dr. Holley's text-book on methods is comprehensive, elementary and practical. Most of the methods are well-known, but some of them are peculiar to American conditions.

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English

Webster's Collegiate Dictionary

Fifth Edition (25s. net. London : Bell. Springfield. Mass. : Merriam.)

The name Webster is as well known to those of us who have daily recourse to dictionaries as is the name of Crockford to clergymen and Chambers or the Britannica to the student of encyclopaedia. The fifth edition of the *Collegiate Dictionary* now before us carries on worthily the great tradition and constitutes a reliable and detailed guide in the fast-growing vocabulary of modern English. Particular attention has been paid to special subjects such as radio, aviation and psycho-analysis, on which new terms have been invented that were unknown at the beginning of the century. The pronunciation of every word (110,000) is clearly indicated, the illustrations are frequent, etymologies and synonyms are provided, while a number of special vocabularies (biographical, rhyming, abbreviations, &c.) add to the authoritativeness of the work. Altogether the volume is a masterly production which should be put in every common room and library. Although even Homer sometimes nods, we have found scarcely one meaning or pronunciation to cavil at among the many which we have inspected at random. But it may be noted that the first syllable of eisteddfod is pronounced ĭs not ēs, that the " standpipe," as illustrated, is unknown in England where the term connotes a fixed pipe in the street for delivery of water (not a high cylindrical reservoir for storing water), and that we know the " potato-beetle " as the " colorado beetle." But these are very minor points in a production worth double the price quoted.

1. Shakespeare's Romeo and Juliet

Edited by A. J. J. RATCLIFF.

2. Modern Biography

Edited by Lord DAVID CECIL. With Notes and Questions by A. J. J. RATCLIFF. (The " Teaching of English " Series.) (No. 1, 10d. No. 2, 1s. 3d. Nelson.)

This edition of *Romeo and Juliet* places the usual so-called introductory matter *after* the play under a general heading of " After a First Reading." The introduction is here confined to an attempt to create the atmosphere in which the play must be imagined and includes pictures of costume. The little volume is scholarly without being schooly. Our only doubt is whether much of the matter of " After a First Reading " is not above the heads of the readers for whom it appears to be intended. At 10d. the book is extremely cheap. *Modern Biography* is composed of seventeen extracts varying in length from eight to thirty pages from sixteen different writers. Lytton Strachey is the author doubly represented and a selection from his " Eminent Victorians " is the longest extract. This is fitting, as Lord David Cecil in a most interesting and suggestive introduction, while holding that the spirit of our age in itself is suited to the writing of good biographies, points out that Mr. Strachey was the first writer who worked out fully the technique of turning a true story into a work of art. The book contains an extract from the editor's *The Stricken Deer*, that most engrossing biography of Cowper. The book forms an admirable reader for a sixth form unencumbered by examination requirements, and is likely to make many young converts to what would seem to be nowadays the most widely read literary form outside the novel. The notes and suggestions for further reading are good, and the questions stimulating though perhaps too *literary* for readers of school age.

1. Life of Dryden

By SAMUEL JOHNSON.

2. Prefaces to the " Lyrical Ballads," &c.

By WILLIAM WORDSWORTH.

(Masterpieces of English.) (10d. each. Nelson.)

These books are miracles of cheapness, and both are worthy members of a series bearing the title " Masterpieces of English." In Dryden, Johnson had a subject entirely to his taste and the style is not nearly as Johnsonian as that epithet implies. The book of Prefaces includes that to the " Lyrical Ballads " as well as the famous Appendix on Poetic Diction. The two volumes read together give a good first-hand idea of what is meant by the Classical and Romantic points of view in literature.

The Art of Writing

By D. W. J. MERRY. (2s. 6d. Longmans.)

The author's aim is " to do something to make the teaching of composition interesting and effective." He believes that the essay should be left till fairly late in the school course, and therefore has provided ample practice in composition exercises and in grammar in the thirty-seven chapters into which the book is divided. The last four of these chapters deal with simple narrative and descriptive composition and with letter writing. The book is suitable for the lower and middle forms of the secondary school.

Higher Certificate English Test Papers

By J. M. EVANS. (1s. 9d. Methuen.)

A useful collection of thirty-six Test Papers which include Essays and General Questions, Vocabulary Exercises, Formal Grammar, Comprehension Tests, Questions on Literature, on Appreciation, and on the History of the Language.

Progressive Practice in English

By R. CROMARTY. (2s. Arnold.)

This little book is divided into thirty chapters, each of which includes a literary extract, and contains seven questions introducing a great variety of exercises in composition, comprehension, vocabulary, grammar, spelling, &c. A useful collection of revision exercises for the middle forms of secondary schools.

Greece and Rome : a Selection from the Works of Sir James George Frazer, O.M.

Chosen and Edited by Dr. S. G. OWEN. (The Scholar's Library.) (2s. 6d. Macmillan.)

Dr. Owen has here collected thirty-four extracts from the writings of Sir James Frazer, mainly from his editions of *Pausanias's Description of Greece* (1933) and of *Ovid's Fasti* (1929). They serve as a good introduction to Sir James Frazer's interesting studies of ancient Greece and ancient Rome.

The Romance of Reading

Second Series. Edited by R. BENNETT. Book I, Roads to Adventure. Book II, Treasure Trove. Book III, Pedlar's Pack. Book IV, Mixed Cargoes. (Book I, 2s. 2d. Book II, 2s. 4d. Book III, 2s. 6d. Book IV, 2s. 8d. Oxford University Press.)

A new set of attractive readers must always be pleasing to teachers and pupils, and these well-bound, well-printed, well-illustrated volumes, with their discriminating choice of varied material, prose and verse, can compete with the best. Of the editor's own two poems " The Sleepers " (II, p. 134), with its appropriate pictures of " wee beasties," is quite charming.

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Poetry and Drama

Beginnings in Drama
By E. M. BROWNE. (1s. net. Deane The Year Book Press.)

As it is closely printed, a surprising amount of information and suggestion is packed into this booklet which should be in the hands of every amateur producer of plays. The chapter " Drama in the Past " is a model of brevity.

1. **Six Little Plays for Children**
By MONICA THORNE. (2s. 6d. net. Methuen.)
2. **Prize Plays and Some Others for Young Players**
(2s. 6d. net. Oxford University Press.)
3. **Five Plays for Boys**
By L. DU GARDE PEACH. (2s. Pitman.)

(1) These, which are on an altogether different level from the usual plays for little children, will delight equally actors and audience. In " Waxwork Rebels " the wax models come to life directly the shop assistants leave, and, finding the doors unlocked, set out for a walk in the rainy streets. Returning wet, bedraggled, and so weary that, casting themselves down to sleep just as they are, they fail to wake at their accustomed early hour, are discovered by the manager in this deplorable state, and ruthlessly banished to the basement bargain counter or the dustbin. (2) Intended for ages 13 to 18, these nine are also far above the usual level of such plays, though the first three, which were awarded prizes in a recent competition, with Margaret Irwin's " The Happy Man," are definitely superior to the rest. (3) With the exception of " Clipper Ships," these lively plays are founded on history or myth.

1. **The Five-Pound Piece**
By B. MERIVALE.
2. **Hide and Seek**
By PHOEBE M. REES.
3. **Where Three Ways Meet**
By A. K. BOYD.
4. **Blessed Illusion**
By G. H. GRIMALDI.
5. **" Get it at Denby's ! "**
By B. MERIVALE.
6. **Scenario**
By L. DU GARDE PEACH.
7. **The Red Tie**
By OLIVE POPPLEWELL.
8. **The Lamp**
By K. ETHERIDGE.
9. **Discovering Charles**
By C. B. BYRD.
10. **Vacant Possession**
By MAUD CASSIDY and P. COKE.
11. **Pot-Bound**
By LILIAN SMEE.
12. **The Fell Arrest**
By LESLIE SCOTT.

(The Year Book Press Series of Plays.) (1s. net each. Deane The Year Book Press.)

The comic gem of this collection is " Scenario," the interest of which does not flag for a moment. The part of the hero, Waldman, a film producer talking approved Hollywood slang, would have satisfied even the ambitious Bottom. Nos. 1 and 5, each excellent in its kind, are comedies for women. No. 2, dealing with an incident during the French Revolution, has already been seen in public. No. 3 also deserves mention. Its dialogue, conducted in modern elliptical slang, conveys an atmosphere of mingled fear and bravado, and the end is thrilling. In No. 11 the picture of life in an overcrowded slum tenement is sad and convincing.

1. **Traveller's Joy**
By DOROTHEA STREET.
2. **The Toby Jug**
By LILIAN I. SAYCE.
3. **The Wager**
By EVERAN M. BURRELL.
4. **A False Note**
By GERTRUDE F. GLOVER.
5. **The Law's Delay**
By J. ODAMS and A. STATHAM.
6. **The Ride Through Coventry**
By OLIVE POPPLEWELL.

(Village Drama Society Plays.) (1s. net each. Deane The Year Book Press.)

(1) Though the subject, the providential return of a relative not recognized after twenty years, is hackneyed, the play deserves the praise bestowed upon it. So, too, does (4), though it is not entirely easy to follow the process of substitution of the treasury notes. (5) can boast of a good plot and good dialogue, but the action is rather too slow.

The Tragical History of Dr. Faustus
By C. MARLOWE. Edited by R. G. LUNT. (1s. 6d. Blackie.)

An ideal edition of *Dr. Faustus* for post School Certificate forms. The editor has provided an introduction of twenty pages, and some thirty pages of notes.

1. **Plays and Stories**
By A. TCHEKHOV.
2. **Modern Plays**

(Everyman's Library, Nos. 941 and 942.) (2s, net each. Dent.)

Everyman's Library is deservedly popular and needs no further introduction or commendation. It brings together in compact form the great literature of the world at a price within the means of all. These two recent additions maintain the high standard set. The volume of Tchekhov is translated by S. S. Koteliansky, and includes *The Cherry Orchard, The Seagull, The Wood Demon* (the earlier version of *Uncle Vanya*), a one-act play, a monologue and thirteen of his best short stories. " Modern Plays " attempts to be representative of English drama of the twentieth century, but difficulties of copyright have prevented it from entirely achieving this object. It includes *Milestones*, by Arnold Bennett and Edward Knoblock; A. A. Milne's *The Dover Road*; Noel Coward's *Hay Fever*; R. C. Sherriff's *Journey's End*; and *For Services Rendered*, by Somerset Maugham. Thus tragedy and comedy is presented, and the reader is able to form a fair opinion of dramatic achievement in England during the past thirty years.

The thirty-second Annual Meeting of the Historical Association will be held at King's College, London, from Wednesday, January 5, to Saturday, January 8, 1938, and will include: The Annual Address by Mr. Ramsay Muir, on The New Era in History, a discussion on The Importance of Medieval Studies in the Teaching of History, to be opened by Prof. D. C. Douglas, and a discussion on The Technique of the Wireless Lesson in Schools. A Publishers' Exhibition of historical text-books will be held throughout the meetings at King's College, on Wednesday and Thursday.

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History

The Making of American Civilization

By C. A. BEARD and MARY R. BEARD. (12s. 6d. net. New York: Macmillan.)

This is a text-book of American history, designed primarily for use in the high schools of America. But it is to be commended to the attention of British educators, not only because American history should be read and understood by British boys and girls, but also because it provides an extremely good example of what history should mean for school purposes. The writers are entirely sympathetic with the study of present-day social questions in school, but they cling to the belief, as we do, that what is called realistic knowledge is best acquired by means of "the historical approach." They are well aware that in America, as in Britain, the sort of history taught in schools has offered little but political and military events, and that even the later addition or substitution of some social and economic history left something to be desired. History, they say, must, if it is to be true to reality, seek to encompass the whole of the civilization from which political events and social changes take their origin. It is in this spirit that the authors undertook their task of telling the tale of American development from the time of Columbus, through the foundation of the republic to the civil war, the industrial revolution, the expansion of American interest in foreign affairs, the part played by America in the world war, and the crises of recent times. The story is well told, and we observe with satisfaction that it places on record the fact that the best opinion in England at the end of the eighteenth century was entirely antagonistic to the British Government's stupid policy. We may add that the book is profusely illustrated and beautifully produced.

A Dictionary of British History

Edited by J. A. BRENDON. (15s. net. Arnold.)

A very handy reference book for students of British history. It explains historical terms; gives brief biographies of all the more important figures; summarizes leading movements, and so on. In future editions it would be an advantage if dates could be made a little more precise, and if references to sources of information could be added.

The Evolution of Prussia: the Making of an Empire

By Sir J. A. R. MARRIOTT and Sir C. G. ROBERTSON. (7s. 6d. net. Oxford: Clarendon Press.)

This is a new edition of a book which was originally published in 1915. The text has been revised, the bibliographies enlarged; the epilogue, covering the period 1890 to 1914, largely re-written. But, strange to say, no attempt has been made to continue the narrative beyond 1914. It would, indeed, have been no light task to treat of Prussia during the twenty-three years that have elapsed since the outbreak of the war. But the omission to perform this task can scarcely be justified on the alleged ground that "Prussia, strictly and historically speaking, ceased to exist in 1914"!

The Economic and Social Foundations of European Civilization

By A. DOPSCH. (21s. net. Kegan Paul.)

The German original of this scholarly and important work was published in Vienna in 1920. A second edition was called for in 1923, and it is on this that the present translation is based. The skilled Editor, Dr. Erna Patzelt, has shown sound judgment in condensing some of the longer sections. The book is still a massive one. It discusses in a masterly manner the social and economic background of European history during the eight centuries from Caesar to Charlemagne. It is indispensable to every intelligent student of the early Middle Ages.

The Growth of the British Commonwealth

By P. H. and A. C. KERR. New Edition. (3s. 6d. Longmans.)

A revised edition of a popular text-book that has been frequently re-issued since its original publication in 1911. It is well printed and attractively illustrated. It still, however, lacks the indispensable index, and the desirable list of books for further reading

A Social and Industrial History of Britain

By E. D. SPEED. (2s. 9d. Pitman.)

A very brief but well-informed and attractively illustrated summary of English (not Scottish or Welsh) economic history.

A History of Britain

By E. H. CARTER and R. A. F. MEARS. (10s. 6d. Oxford University Press.)

Although this volume is entitled *A History of Britain* it is primarily a history of England: Scotland and Wales figure only spasmodically and casually as they happen to affect the movement of events in England. The main features of the book are, first, the emphasis laid upon the cultural and economic aspects of history; secondly, the prominence given to geographical controls; thirdly, the frequency of illustrations from local history, and, finally, the excellence of the apparatus of maps, plans, pictures, and date summaries provided. The volume is, in short, a sound and workmanly text-book.

The Railway Age

By C. B. ANDREWS. (12s. 6d. net. Country Life.)

A most fascinating book which traces the development of railways and all connected with them down to about 1850. The letterpress is excellent; but the outstanding feature of the book is its seventy-two plates and forty-eight illustrations in the text. Every one will be charmed by the book: for a schoolboy it is the ideal Christmas present.

The House that Hitler Built

By Prof. S. H. ROBERTS. (12s. 6d. net. Methuen.)

Dr. Roberts is professor of history in the University of Sidney. He specializes in the study of contemporary events. He recently used a Sabbatical year, extending from November, 1935, to March, 1937, to visit Germany and investigate the nature of the Hitlerite régime. Although avowedly a democrat and an individualist, he was well received in Germany and was given every facility for research. He has not abused the German courtesy. As the result of his examination he has produced the most complete and impartial picture of present-day Germany available in any language. No student of current politics can afford to miss this authoritative work.

The Government of Great Britain and the Dominions and Colonies

By Dr. A. E. HOGAN and ISABEL G. POWELL. Ninth Edition. (5s. University Tutorial Press.)

This useful and popular handbook has been brought up to date by the addition of sections necessitated by the abdication of Edward VIII, and by the passing of the Government of India Act, of 1935.

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Modern Languages

English-Danish Dictionary

By J. MAGNUSSEN, O. MADSEN and H. VINTERBERG. Fifth Revised and Enlarged Edition by H. VINTERBERG and B. LADGAARD. (6s. net. Copenhagen : Gyldendalske Boghandel. London : Allen & Unwin.)

This is the companion volume to the work we noticed some time back. It is equally well produced and clearly printed and that it has reached a fifth edition is a proof of its utility.

1. Autour du Pôle Sud : Expédition du "Pourquoi-Pas ?" 1908-1910

By J. CHARCOT. Edited by V. COHEN. (1s. 6d. Blackie.)

2. L'Ermite

By DR. C. R. MCGREGOR WILLIAMS and L. PALLIER. (1s. 6d. Harrap.)

(1) An excellent reader for fourth year students, especially for boys who are interested in exploration, and few are not. It could usefully serve for extensive reading out of class and tested by essay work. (2) Dr. Williams's book is a mystery story on the same lines as his *La Formale* and would form a good rapid reader for third year students.

Les Papiers posthumes du Pickwick Club

(OEuvres complètes de Charles Dickens.) Traduction de Prof. P. Dottin. (Paris : Leon Lemonnier Nouvelle Revue Critique.)

Putting Shakespeare in a class apart, Pickwick must be the most difficult book to translate into French. The outlook is so English, the characters speak the language of one hundred years ago, the slang sayings of Jingle and Sam Weller have often to be explained to Englishmen. But Prof. Dottin overcomes all these difficulties. He is well known in England for his studies on Defoe, Richardson and Somerset Maugham and he has recently been appointed Dean of the Faculty of Modern Languages at Toulouse. The magnitude of his task may be judged from the fact that it extends to 700 large octavo pages. This is by no means the first time that Pickwick has been translated into French but it is the first time that it has been correctly translated. Examiners who think of setting an extract from Pickwick into French should have a copy of this book within reach.

Ils Ont Chanté . . . an Anthology of French Verse for Schools

Edited by W. F. H. WHITMARSH. (2s. Longmans.)

Mr. Whitmarsh has made a collection of 108 short poems for pupils of 15 to 17. These are grouped according to subject matter—the village, the sea, childhood, patriotism, love and so on. The choice is sound ; there are naturally several old friends and a few new ones. Some comprehension tests have been added and a careful vocabulary which does give the right translation of the French word in the particular poem. A well-produced and inexpensive book.

Civil Service Test Papers. French : Clerical Class, etc.

By F. J. BARTLETT. (2s. 6d. Pitman.)

The competition for the Clerical Class of the Civil Service has the reputation of being one of the most severe. The French papers are of an unusual kind and these specialized examination hints and specimen papers with model answers should be of great help to candidates. One of the questions consists in writing an essay on a set of sketches and the unusual ingenuity of the examiner in finding suitable material is very apparent.

Premiers Contes

By A. MAUROIS. Edited by ISABELLE H. CLARKE. (2s. 6d. Hachette.)

Miss Clarke has edited many French texts with much skill, but she has never chosen a better subject for a reader than these memories of M. Maurois' early days. There are six of them and they will all appeal to both boys and girls from 14 to 18 or even older. The first on a football match between Rouen and Orléans and the fourth on a speculator in wool prove how early M. Maurois became a skilled observer, not only of men of his own age and older, but also of the ways of women.

Chez Henri : Passages for Reproduction

By N. G. GODDARD. (1s. 6d. Longmans.)

This is a small book to help third year pupils with their free composition and conversation. Each lesson contains a short easy piece of French followed by a *questionnaire*. The latter is an aid to conversation, whereas the extract can then be reproduced as a free composition. The illustrations can also be used for the same purpose. A list of irregular verbs and a vocabulary are added. There is a curious error in one of the illustrations ; the artist has forgotten that the trains for Dieppe and for Boulogne do not start from the same station in Paris.

A History of the German Language

By Prof. E. TONNELAT. Translated from the French by D. P. INSKIP. (5s. net. Harrap.)

This translation of Prof. Tonnelat's work will be welcomed in England. It is not too long and devotes most space to the formation of the language up to the age of Luther. The eighteenth and nineteenth centuries brought but slight changes but they are dealt with adequately. A short but useful bibliography is added.

Sketches from Life : Everyday French-English Conversations

By M. L. DELBENDE. (1s. 9d. Pitman.)

English people when they go abroad find their school French of little use to them. M. Delbende has written fifty short sketches of events that happen every day, the English on one side of the page the French facing it on the other. Formal conversations are always dreary and never occur in real life ; but these little stories are alive and would make excellent material for conversation and re-translation. If learnt by heart, a large number of words and phrases would become so familiar as to be used at any time.

Modern Language Teaching on the Decline ?

By Dr. W. C. R. HICKS and N. HAYCOCKS. (1s. Longmans.)

This pamphlet is a small one, but it is important and should be read by all teachers of modern languages. The authors are lecturers on education at the University of Manchester and thus have experience of what is happening in elementary and secondary schools. They omit, however, all mention of the Modern Language Association and what it has done since 1893 to raise the status of modern languages in our schools. Their views on free composition need modification, and they assert that more than a term should be spent abroad during a future teacher's university life. The right time for the year abroad is between school and university, say 17 to 18. But space does not permit to go fully into the question of the ideal training for a teacher of modern languages.

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Philosophy and Psychology

Free Will or Determinism

By Dr. M. DAVIDSON. (10s. 6d. net. Watts.)

Dr. Davidson examines in brief compass the bearing of the physical and natural sciences in their present stage of development on the ancient problem of determinism and free will. He sets forth the views of Eddington and Jeans, and in successive chapters considers the criticisms on these views of a materialist, a mathematician, an astrophysicist, and of a philosopher. Further chapters give the biological points of view. The book closes with a discussion of the absolute standards of goodness, beauty and truth—the claim of the last to absoluteness alone being accepted; there is also a critical examination of mystical religion. Dr. Davidson is cautious and fair in his judgments, and is fully aware of the inconclusiveness of rational explanations on the basis of existing knowledge, surrounded as it is by abysses of ignorance. His book may be commended in the words of Sir Richard Gregory's foreword as "thoughtful and thought-provoking."

An Introduction to Symbolic Logic

By SUSANNE K. LANGER. (12s. 6d. net. Allen & Unwin.)

An examination of this introduction to symbolic logic shows that its author has the gift of exposition which enables her to make plain what has many inherent difficulties. Its purpose is to lead up to the point where the student may with profit read original works and papers expounding or developing the ideas associated with the names of Boole, Schroeder, Whitehead and Russell.

Measuring Intelligence: a Guide to the Administration of the New Revised Stanford-Binet Tests of Intelligence

By Prof. L. M. TERMAN and Prof. MAUD A. MERRILL. (10s. 6d. net. Harrap.)

Since the publication of Terman's *Measurement of Intelligence* the Stanford-Binet scale has been more widely used in England than any other individual intelligence test, and in spite of certain weaknesses, in the main it has proved unexpectedly well adapted for use with English children. Indeed it has been so satisfactory that though modifications of both the tests themselves and their scoring and interpretation have been suggested from time to time, no English workers have produced so thorough a revision as the new one which comes from Stanford University. This revision is the result of ten years' work, and contains two separate scales of equal difficulty, each of them more extensive than the original one, both in range and in number of tests. Particular care has been devoted to the lower and the upper levels, and the standardization has been based on larger and more representative populations. The instructions for administering and scoring the tests are even more detailed and clear than before. It now remains for English workers to test the new scales; the necessary material—which is considerably more varied than in the original edition—will be available shortly.

The Subnormal Mind

By Prof. C. BURT. Second Edition. (10s. 6d. net. Oxford University Press.)

We gladly direct attention to a second edition of Prof. Burt's book on *The Subnormal Mind*, originally published two years ago. Certain minor corrections and additions have been made in the text, and the opportunity has been taken of subjecting the whole volume to careful revision. Also, in response to requests to reprint the word-list for the free association test described in the final chapter, a further appendix to the collection of test material has been added. The author is now, of course, able to refer to his recently-published work on *The Backward Child*.

Personality Development in Children

By E. J. CHAVE. (11s. 6d. net. Chicago, III: University of Chicago Press. London: Cambridge University Press.)

This is a useful addition to the rapidly growing number of books on child-development. The author takes a wide view of his subject; beginning with the interplay of heredity and environment and the growing self, he proceeds to discuss the various factors which influence the steady development of personality throughout childhood. He has interesting chapters on the handicapped child and maladjustments, and evaluates the different methods of studying personality in children. Each chapter is followed by a useful bibliography.

1. Child at Play: Observations

By MARJORIE THORBURN. (6s. Allen & Unwin.)

2. The Child: Learning and Living

By KATHERINE HEYWOOD. (6s. 6d. net. Longmans.)

Two books by parents who are also educationists. Mrs. Thorburn gives a general account of her little girl's play over a period of four years and an intensive record of three months' play in the fourth year. Her sparing commentary on the records shows her own psychological insight, and suggests to other workers how useful such objective reports might be as data for general conclusions. Mrs. Heywood's book carries the story a stage farther, as the home-school which she describes so delightfully undertook the education of children from 3 to 12. In most beautiful surroundings about thirty miles from Cape Town she opened her Garden School where she was free to try out her own theories of education, theories which owe much to Dewey, Decroly, Montessori and Dalcroze, as well as to her own teaching experience. The book is well illustrated with photographs of the children at work and play, and gives a happy impression of a "free" school of the best type.

General Psychology

By W. J. H. SPROTT. (7s. 6d. net. Longmans.)

The number of books on the elements of psychology grows so rapidly that each new-comer should be called upon to justify its appearance. We think this book does justify itself, and that it has a place and value of its own. Not quite, however, the place and value claimed for it by the author. Notwithstanding that an edition for the general public is published under the title *Psychology for Every One*, we do not regard it as a book for beginners. Mr. Sprott has written a convenient handbook covering almost every conceivable topic of general psychology. It is a good book for people who know some psychology and want to know more; and it is a book to which a lecturer may feel glad to refer his students for their private reading after a lecture. But it is too condensed for the general reader; too much like a dictionary of psychology without the alphabetical order. For readers who have made some headway in the subject, it is an excellent text-book, all the better as a text-book because the author does not identify himself with any particular school of psychologists.

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Science

Quest and Conquest

By Dr. M. BURR. (1s. 6d. Oxford University Press.)

This is a well-written and attractively illustrated little book, describing how man has been impelled by the lure of the unknown in Nature. The first part tells of explorations in the Arctic and Antarctic, Africa, Asia, Arabia, and Australia, while the second gives accounts of some of the principal discoveries made by men of science, *e.g.* Darwin, Jenner, Faraday, Ampère, and Marconi. The book may be recommended as a general reader for schools, and as a supplement to the formal text-books used in the science curriculum.

Laboratory Practice of Organic Chemistry

By Prof. G. R. ROBERTSON. (10s. net. New York: Macmillan.)

This book differs from most text-books of practical organic chemistry in the very extensive treatment of the principles involved in organic laboratory manipulations, nearly half the text being devoted to such topics as distillation, washing and extraction, recrystallization, drying, and sublimation. The rest of the book deals with preparations of the usual type—though it introduces some novelties—and concludes with a section on qualitative organic analysis. Any student who is not unduly pressed for time, and rates thoroughness higher than mere speed, could find no better counsellor than Prof. Robertson.

Systematic Organic Chemistry: Modern Methods of Preparation and Estimation

By Prof. W. M. CUMMING, Dr. I. V. HOPPER, and Prof. T. S. WHEELER. Third Edition, Revised by Prof. W. M. Cumming and Dr. I. V. Hopper. (25s. net. Constable.)

It is fourteen years since the first edition of this book made its appearance, and during that time the reviewer's copy has nearly disintegrated through constant use. All other copies of Cumming, Hopper and Wheeler that he has seen bore similar signs of unremitting service, and there can be no doubt of the book's wide popularity among organic chemists. The third edition retains the same general plan as in the two preceding ones, but more prominence is given to micro and hemi-macro procedure in analysis, new methods are given for many preparations, and the whole of the text has been brought up to date. From the school point of view, a valuable feature is the large number of preparations which can be carried out with small expenditure of time and material, and which lie off the beaten track.

Illustrated Guide to the Trees and Flowers of England and Wales

By H. G. JAMESON. Third Edition. (3s. 6d. net. Simpkin, Marshall.)

That this excellent flora has reached its third edition is an indication that it has at length become more widely appreciated: for school purposes we know none better.

Handbook of the Collections Illustrating Pure Chemistry.

By A. BARCLAY. Part II: Descriptive Catalogue. (2s. net. H.M.S.O. and Science Museum)

The first part of this handbook has already been noticed in this *Journal*; the second part is a descriptive catalogue of the exhibits illustrating pure chemistry. Among these exhibits may be mentioned a receipt by Dalton for 24s. for sixteen lessons in chemistry, one of Faraday's specimens of benzene, Crookes's own specimen of thallium, Ramsay's blowpipe and the tube used by him for the final purification of argon, some rosaniline dyes prepared by Hofmann, and Graham's dialyser. The catalogue has been very carefully prepared, which makes it all the more difficult to understand why the antiquated term carbonic acid gas is retained on page 10, and why "Basil Valentine" (page 11) is assigned to the fifteenth century.

A Text-Book of General Biology

By Prof. E. GRACE WHITE. Second Revised Edition. (15s. net. Kimpton.)

Though not suitable for class use in this country, this American book, placed in the school library would often be found useful by teachers and their senior pupils on account of its excellent illustrations and diagrams, many of which do not appear in English text-books. In its Part II there are discussed in some 120 pages a number of Problems of Biology, *e.g.* those of biophysics and biochemistry, of the cell, of heredity. Each of these is treated rather briefly but clearly, and in a manner intelligible by abler senior pupils of school age.

Swift Movement in the Trees and at their Roots

By PHYLLIS KELWAY. (6s. net. Longmans.)

This book contains delightful stories about more or less tamed squirrels, shrews, toads, and some moorhens; and is illustrated with excellent photographs. Incidentally a good deal of the natural history of these animals can be gleaned from its pages.

Man and His Allies and Foes

By KATE HARVEY. (Nature Study Readers, Book II.) (1s. 3d. Macmillan.)

Much sound biology is introduced in this interesting booklet which deals with objects, animal, vegetable and mineral, that inevitably come under the notice of even the youngest pupils. It is printed in large type, and is well illustrated.

The Golden Science Series

By ELSIE V. M. KNIGHT. Book Three. (Limp Cloth, 2s. 9d. Boards, 3s. University of London Press.)

Though elementary, this covers a wide range, and would form a useful beginning of a general science course. The chapters on domestic matters are especially well done.

General Science: Biology

By Dr. E. R. SPRATT and A. V. SPRATT. (2s. 6d. University Tutorial Press.)

This book satisfactorily covers the biology sections of General Science in School Certificate examinations. The fundamental biological principles are brought out by the use of easily procured plants and animals; and some attention is given to personal and to domestic hygiene.

Plant Life Forms

By C. RAUNKIAER. Translated by H. GILBERT-CARTER. (5s. net. Oxford: Clarendon Press.)

It is here shown that plants living in a particular type of climate mostly have the life-form that is specially adapted to that climate. The point of view is new and of great interest to ecologists.

Hygiene and Health Education for Training Colleges

By M. B. DAVIES. (6s. Longmans.)

This book includes all that is required of candidates offering health education for the Teachers' Certificate of the Board of Education. It is interestingly written and succeeds in avoiding unnecessary technicalities to an extent that should render it attractive to those who have not had the advantage of courses in the several branches of natural science.

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Books Received

ART AND HANDICRAFT

Decorative Ideas : for the Use of Felt, Leather and other Materials
By I. P. ROSEAMAN. (2s. 6d. net. Leicester : The Dryad Press.)

African Arts and Crafts : Their Development in the School
By MARGARET TROWELL. (6s. 6d. Longmans.)

Everyday Art at School and Home : a Book for Children, Parents, Teachers and Students
By D. D. SAWER. Second Edition, Revised and Enlarged. (10s. 6d. net. Batsford.)

An Introduction to Workshop Practice
By P. E. ELLIS. (4s. net. Blackie.)

Woodwork : an Introductory Historical Survey
By D. SMITH. (Practical Craftwork Readers : No. 1). (4s. 6d. net. Batsford.)

1. The Impressionists
2. Cézanne
(10s. 6d. net each. Vienna : The Phaidon Press. London : Allen & Unwin.)

101 Things for the Handyman to do : a Book of Practical Directions
By A. C. HORTH. (5s. net. Batsford.)

BIOGRAPHY

Great Lives of Other Lands
By W. B. WHITE. (Great Lives of To-day : Second Series.) (2s. 6d. Methuen.)

Masaryk of Czechoslovakia : a Life of Tomas G. Masaryk, First President of the Czechoslovak Republic
By D. A. LOWRIE. (3s. 6d. net. Oxford University Press.)

The Life of Winifred Mercier
By LYNDA GRIER. (10s. 6d. net. Oxford University Press.)

ECONOMICS

Earning and Spending : an Introduction to Economics
By Mrs. H. A. L. FISHER. (2s. 6d. Collins.)

Business Economics
By A. R. RICHARDSON. Part II : Second and Third Year Course. (3s. 6d. net. Macdonald & Evans.)

The Good Society
By W. LIPPMAN. (10s. 6d. Allen & Unwin.)

Modern Money
By MYRA CURTIS and H. TOWNSHEND. (5s. net. Harrap.)

EDUCATION

Certain Basic Teacher-Education Policies and their Development and Significance in a Selected State : a Historical and Interpretative Study of Certain Aspects of Teacher-Education in New Hampshire which represent Significant Developments in the Professional Preparation of Teachers in the United States
By Dr. H. A. BROWN. (Teachers College, Columbia University Contributions to Education, No. 714.) ($1.85. New York : Bureau of Publications, Teachers' College, Columbia University.)

1. L'Enseignement des Langues Vivantes
2. L'Inspection de l'Enseignement
(Publications du Bureau International d'Éducation, Nos. 54 and 55.) (Francs suisses 5, each vol. Geneva : Bureau International d'Éducation.)

The African and the Cinema : an Account of the Work of the Bantu Educational Cinema Experiment during the Period March, 1935 to May, 1937
By L. A. NOTCUTT and G. C. LATHAM. (3s. 6d. net. Edinburgh House Press.)

China Through a College Window
By W. G. SEWELL. (2s. 6d. net. Edinburgh House Press.)

Shrewsbury
By J. M. WEST. (English Public Schools.) (5s. net. Blackie.)

The Silent Social Revolution : an Account of the Expansion of Public Education in England and Wales, 1895-1935
By G. A. N. LOWNDES. (6s. net. Oxford University Press.)

Adventuring in Education
By P. H. HANUS. (8s. 6d. net. Cambridge, Mass. : Harvard University Press. London : Oxford University Press.)

ENGLISH, POETRY AND DRAMA

The Louie Swann Readers
Edited by L. Le T. SWANN. Grade IV, Book I, The Interesting Hour. Grade IV, Book II, The Delightful Hour. Grade IV, Book III, The Enjoyment Hour. Grade V, Book I, The Attractive Hour. Grade V, Book II, The Silent Hour. Grade V, Book III, The Welcome Hour. Grade VI, Book I, The Book-Lover's Hour. Grade VI, Book II, The Library Hour. Grade VI, Book III, The Reading Hour. (2s. each. Warne.)

The Laurel and Gold Readers
Book Four. (1s. Collins.)

Excursions in English Drama
By Prof. R. WITHINGTON. (6s. net. Appleton-Century Co.)

Plays for Girls
Selected by J. E. MASON. (Laurel and Gold Series.) (1s. Collins.)

Six Little Plays for Children
By MONICA THORNE. (2s. 6d. net. Methuen.)

Prize Plays and Some Others for Young Players
(2s. 6d. net. Oxford University Press.)

1. Puff's Masterpiece
Arranged from R. B. SHERIDAN'S "The Critic" by NORA RATCLIFF.

2. Kind Hearts and Coronets and The Castaways
By E. F. WATLING.

3. The Shadow of the Inn and Two Other Christmas Plays
By E. A. JELF.

4. Four School Dramas
By R. SWANN.

5. Community Plays, or Plays of Many Parts
Edited by NORA RATCLIFF. Junior Book. (The Nelson Theatre.) (Nos. 1–3, 7d. each. Nos. 4 and 5, 1s. 6d. each. Nelson.)

The Voice of One : World Lyrics
By H. H. JOHNSON. (2s. 6d. net. Oxford : Blackwell.)

1. The Mistletoe Fairies
2. When the Shutters Were Up
3. The Chinese Lanterns
4. Jimmy and the Sea Fairies
By MAUDE S. FORSEY. (Playlets for Children.) (4d. net each. Warne.)

1. Plays and Stories
2. Modern Plays
By A. TCHEKHOV.
(Everyman's Library, Nos. 941 and 942.) (2s. net each. Dent.)

Humour in Verse : an Anthology
Compiled by W. E. SLATER. (2s. Cambridge University Press.)

A Primer of Literary Criticism
By G. E. HOLLINGWORTH. Second Edition. (2s. 6d. University Tutorial Press.)

Joy Rides in Bookland
Compiled by A. RITA KAYE. Book I : First Flights. Book II : Flying Upwards. Book III : Flights of Fancy. Book IV : In Full Flight. (Books I and II, 2s. each. Books III and IV, 2s. 3d. each. Cassell.)

The Way and its Heroes
By MARY ENTWISTLE and ELSIE H. SPRIGGS. (Story Series, No. 5.) (1s. net. Edinburgh House Press.)

Introductory Exercises in Comprehension : an Aid to the Appreciation of English
By A. E. M. BAYLISS. (1s. Harrap.)

An End and a Beginning and other Plays
By NAOMI MITCHISON. (5s. net. Constable.)

Discovering Drama
By ELIZABETH DREW. (7s. 6d. net. Cape.)

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Through the Ages
Edited by F. H. PRITCHARD. (Harrap's New Senior Readers, Book Three.) (2s. 9d. Harrap.)

1. A Book of Many Things
By C. B. RUTLEY.

2. A Tale of Two Cities (Abridged)
By CHARLES DICKENS.

3. Wireless in Toytown
By S. G. BEAMAN.

4. Westward Ho ! (Abridged)
By CHARLES KINGSLEY.
(The Laurel and Gold Series, Vols. 62-65.) (1s. each. Collins.)

A Systematic Course of Precis-Writing
By J. COMPTON. Revised and Enlarged Edition. (2s. 6d. Harrap.)

Through the Eyes of *The Times*
Compiled by H. S. GORDON and R. BENNETT. (2s. 6d. University of London Press.)

An English Course for Everybody
By S. P. B. MAIS. Fourth Edition. (5s. Richards.)

From Caxton to Carlyle : a Study of the Development of Language, Composition and Style in English Prose
By J. H. FRANCIS. (4s. Cambridge University Press.)

Just Imagine
By ISABEL M. LAIRD. (Part I, 1s. Part II, 1s. 4d. Chambers.)

GEOGRAPHY

Cotswold Country : a Survey of Limestone England from the Dorset Coast to Lincolnshire
By H. J. MASSINGHAM. (The Face of Britain.) (7s. 6d. net. Batsford.)

Golden Hind Geographies
First Series. Book I : Ourselves and Other People. By R. FINCH. Book II : Village Peoples. By G. CONS. Book III : Britain and the British. By R. FINCH. Book IV : Man's Work in the World. By G. CONS. (Book I : Limp Cloth, 1s. 8d., Cloth Boards, 1s. 10d. Book II : Limp Cloth, 1s. 10d., Cloth Boards, 2s. Book III : Limp Cloth, 2s. 2d., Cloth Boards, 2s. 4d. Book IV : Limp Cloth, 2s. 4d., Cloth Boards, 2s. 6d. University of London Press.)

France : a Geographical Introduction
By E. E. EVANS. (4s. 6d. Christophers.)

Wine-Dark Seas
By E. WHARTON. (12s. 6d. net. Williams & Norgate.)

The Inner Gate : a Regional Study of North-West Kent
By E. H. CARRIER. (3s. 6d. Christophers.)

Chisholm's Handbook of Commercial Geography
Entirely Rewritten by Dr. L. DUDLEY STAMP. (25s. net. Longmans.)

HISTORY

Practical Citizenship : an Introduction to Government in the British Empire
By T. CHADWICK. (2s. 6d. Warne.)

The Invasion of China by the Western World
By E. R. HUGHES. (15s. net. Black.)

Invertebrate Spain
By J. ORTEGA Y GASSET. (7s. 6d. net. Allen & Unwin.)

Living History
By E. LUCIA TURNBULL. Book I : From the Stone Age to Roman Times. Book II : The Middle Ages. (2s. each. Methuen.)

Immigration into Eastern Australia, 1788-1851
By Dr. R. B. MADGWICK. (12s. 6d. net. Longmans.)

A History of Canada : for High Schools
By J. BINGAY. Reprint. (7s. 6d. Toronto : Nelson.)

Everyday Life in Roman Britain
Written and Illustrated by MARJORIE and C. H. B. QUENNELL. (The Everyday Life Series—3.) Second Edition, Revised and Enlarged. (5s. net. Batsford.)

Victorian Panorama : a Survey of Life and Fashion from Contemporary Photographs
With a Commentary by P. QUENNELL. (7s. 6d. net. Batsford.)

This Democracy
By J. YAHUDA. (5s. net. Pitman.)

Czechoslovakia
By HEBE SPAULL. (Life in Other Lands.) (1s. 6d. net. Cambridge University Press.)

MATHEMATICS

Intermediate Algebra
By Dr. S. E. URNER and W. B. ORANGE. (12s. McGraw-Hill Publishing Co.)

Hints for " Advanced Algebra "
By C. V. DURELL and A. ROBSON. Vols. II and III. (2s. 6d. net each. Bell.)

Radcliffe's Numervision for Schools
Invented by W. RADCLIFFE. Set A : Number Building, 1 to 1,999. Teacher's Model. (7s. 6d. The Author, 102 Chestnut Grove, London, S.W. 12).

An Introduction to Mathematics
By J. C. HILL and W. C. MCHARRIE. (The New Approach.) (2s. Oxford University Press.)

Real Arithmetic
By A. BURNISTON. Senior Series : Pupil's Book I. (1s. 2d. Collins.)

MISCELLANY

Preparation for Seeking Employment
By H. L. DAVIS. (1s. 3d. net. New York : Wiley. London : Chapman & Hall.)

Careers and Openings for Women : a Survey of Women's Employment and a Guide for those seeking Work
By RAY STRACHEY. Second Edition. (3s. 6d. net. Faber & Faber.)

The New Housecraft Book for Girls
By C. WILLIAMSON and E. C. MULCASTER. Years I, II and III. Third Edition. (1s. 6d. Pitman.)

Vaulting and Agility
By S. WILSON. (4s. 6d. net. Allen & Unwin.)

The Public Library : its History, Organization and Functions—a Guide to Public Library Facilities for Users, and a Text-Book for Students preparing for the Elementary Examination of the Library Association.
By E. LEYLAND. (3s. 6d. net. Pitman.)

Recreative Physical Exercises and Activities : for Association Footballers and other Games Players
(1s. net. Evans.)

Test Papers in General Knowledge
By R. D. WORMALD. (1s. 6d. Methuen.)

MODERN LANGUAGES

Les Deux Idoles : Roman Policier
By J. JOSEPH-RENAUD. Adapted and Revised, with Notes, Exercises and Vocabulary by Dr. C. F. ZEEK and L. TINKLE. (2s. 6d. Heath.)

First Interlinear German Reader
By M. SPANN. (2s. Chapel Hill : University of North Carolina Press.)

Everyday English for French Students
By S. M. DORET and B. M. FALCONAR. (1s. 6d. Exercises, 8d. Key, 1s. Woodhouse, Sheffield : A. & C. Fugill.)

PSYCHOLOGY

Growing Minds : an Introduction to Educational Psychology.
By Prof. H. BOMPAS SMITH. (5s. net. University of London Press.)

1. Character and Personality of Children from Broken Homes
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THE

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A Monthly Record and Review
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By H. G. WELLS, D.Litt.

★ This is the Presidential Address to Section L of the British Association, **specially revised for,** and **exclusive to** "The Journal of Education."

See numbers for October and November, 1937, which also contain comments by Professor Hearnshaw

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See next issue, March, 1938

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The FEBRUARY, 1938

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THE LAYMAN'S LIBRARY

XIII.—EARLY CHRISTIANITY AND ITS RIVALS

Part II.—THE TRIUMPH OF ORTHODOXY

By REV. F. K. CHAPLIN, M.A., Chaplain of St. Dunstan's College, S.E. 6

WE broke off at the year A.D. 313, when the Emperor Constantine established Christianity as the official religion of the whole Roman Empire. Christianity, which had hitherto been persecuted, now began to persecute: and Chapter XXI of *The Decline and Fall* is occupied with schisms and heresies and the persecution of heretics. Those who really wish to know the difference between Arians and Sabellians, Nestorians and Monophysites, will find Gibbon's account as interesting and succinct as any other. Charles Kingsley's *Hypatia* is still worth reading when approaching this period.

ATHANASIUS

Arianism was the first and perhaps the chief of these controversies, and the protagonist of orthodoxy was Athanasius. Any one whose impression of Athanasius is based on the Quicunque Vult of our Prayer Book will be surprised to learn that his adventures would provide material for a very entertaining romance.

He was once concealed in the house of a virgin, only 20 years of age, who was celebrated throughout the whole city for her exquisite beauty. At the hour of midnight she was surprised to see the archbishop, in a loose undress, advancing hastily to entreat her to protect him, as he had been directed by a celestial vision to seek her out. Without telling any one, the pious maid instantly led Athanasius to her own private room. So long as the danger continued she looked after him, supplied him with food and books, managed his correspondence, " and dexterously concealed from the eye of suspicion this

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familiar and solitary intercourse between a saint whose character required the most unblemished chastity and a female whose charms might excite the most dangerous emotions." This story, of course, comes from Gibbon. It would. Here he is, at it again, " sapping a solemn creed with solemn sneer."

As a raconteur Dean Stanley in his *Lectures of the History of the Eastern Church* (Everyman, Dent), is more decorous, but his narrative does not suffer much nevertheless. Here is one of *his* anecdotes about Athanasius. On one occasion he was in a small boat fleeing for his life down the Nile, while a much larger boat, filled with his enemies, was rapidly overtaking him. Escape seemed to be impossible. Fortunately it was dusk, and Athanasius saw just one chance of foiling his pursuers. With extraordinary daring, he ordered the sailors in his boat to put about, just when a bend in the river hid them from the vessel that was overtaking them. Consequently, when they rounded the bend again, they passed the pursuing boat. As they passed, some one among their enemies cried out, " Have you seen a boat containing Athanasius ? " to which, it is said, Athanasius replied, " Yes, and he is not very far away."

Nicaea

The Council of Nicaea assembled mainly to deal with the question of Arianism. It should be of particular interest to Churchmen because it produced what may be regarded as the first draft of our Communion Creed. Dean Stanley describes the proceedings of the Council, in his *Lectures on the History of the Eastern Church*, at considerable length, in four vivid and realistic lectures.

Although Dean of Westminster and Regius Professor of Ecclesiastical History at Oxford University, Stanley was not above lapsing into a certain playfulness at times, as when in describing the personages who assembled for the Council of Nicaea, he introduces the legend of Spyridion and his miracle. Spyridion, the Bishop, accompanied by a deacon, both mounted on mules, halted for the night. One of the mules, it must be noted, was white and the other chestnut. Spyridion, himself, although now a bishop, had previously been a very humble shepherd.

Some of the other bishops were apprehensive lest the orthodox cause might suffer, in the imposing assembly of notabilities, by the ignorance or awkwardness of the former shepherd. Accordingly, on the night in question, they took the opportunity of decapitating the two mules, in the hope that this would prevent Spyridion from reaching the Council in time. Spyridion, however, was equal to the occasion. Taking the heads of the two mules, he attached them to the corpses again ; whereupon, at a sign from the bishop, the two mules rose to their feet, and the journey was resumed without much delay, before daybreak.

When day dawned, though, bishop and deacon and all beholders were astounded at what they saw ; for Spyridion, performing his miracle hurriedly and in the dark, had fixed the heads on the wrong shoulders ; so that the white mule had now a chestnut head, while the chestnut mule had now the head of its white companion.

Asceticism

When the Christians were at length protected by the Emperor, so that they were no longer in danger of persecution, the aspect of the Church began, in many respects, to change. There was a certain lowering of the Christian standard, and a gradual secularization of the Church, so that men found it more difficult to live lives of quiet and meditation. Thus, apparently, there came to quite a few an impulse to withdraw from the society of men, and to seek God in the solitude of the desert. They became hermits.

Solitude was not the only feature of this movement : nor does it, strictly speaking, date from the cessation of persecution. Asceticism was a feature of the movement, and it really began during the fifty years of calm which the Church enjoyed between the Decian persecution and that of Diocletian. Tennyson's poem of St. Simeon Stylites, who lived like an Indian fakir on the top of a high pedestal, exposed to wind and rain and sun, for twenty years, without coming down, is an illustration of the extremes to which this Asceticism could go.

From this yearning for solitude and impulse to mortify the flesh sprang the Monasticism of later days. Duncan Armytage's *Christianity in the Roman World* is good for the early period and the transition. Kingsley's *Hypatia* gives a picture of the monks of Alexandria in the fifth century. For the later Monasticism there is H. B. Workman's *Church of the West in the Middle Ages* and his continuation of the narrative in *The Dawn of the Reformation*. Dr. Workman is extraordinarily interesting on the monks and friars—perhaps because he is inclined to think of them as the Nonconformists of the Middle Ages.

In Book II of Carlyle's *Past and Present* occurs " The Ancient Monk," an account of the daily life in a medieval monastery, compiled from Jocelin of Brakelond's Chronicle. This ancient monk is Abbot Samson, who ruled over the Benedictine Monastery of Bury St. Edmund's from 1135 till 1211. Abbot Samson's coffin, by the way, was unearthed in 1903. This account is published as a separate volume, with a cloth cover, by Macmillan, under the title of *Abbot Samson*, for about a shilling. The delicate artistry of Cardinal Gasquet in *English Monastic Life* can be appreciated by all. In a lighter, slighter way, Conan Doyle gives us interesting sidelights in *The White Company*.

Missions

In early times missionary work was done mainly by monks. Celtic monks, it will be remembered, brought the Gospel to the north of England, while monks from Rome began a similar work in Kent. Bede's famous *Ecclesiastical History* (Everyman, Dent) is good for this. Chapter I of Green's *History of the English People* has some picturesque pages, too. Stanley's Ninth Lecture is concerned with the conversion of Russia. But I do not know of any authors who deal in a really popular way with the evangelization of other parts.

The Barbarians

The Christianization of the ancient world, though, was interrupted by two cataclysms which swept away much

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of what had been achieved. The first catastrophe was the breaking through of the Barbarians into the Empire. They broke through on all sides. Kipling's first story, "The Wall," in *Puck of Pook's Hill*, describes some of this in England. The same thing was happening on the Danube, in the East, and in Africa.

In A.D. 430, Augustine, Bishop of Hippo, died with the Barbarians besieging the walls of his Cathedral City. His *Confessions* are still published in English from time to time, and find, I believe, a ready sale. Twenty years earlier, as every one knows, the Roman garrisons had begun to withdraw from Britain. And in A.D. 410 Rome itself was sacked by the Huns.

Islam

The second cataclysm to overwhelm Christianity was the advent of Islam. Carlyle was one of the first to discern that Mahomet was more than a charlatan, and his study of the prophet in *Heroes and Hero Worship* shows a sympathetic insight rare in his day. How many Victorians would have described the Mohammedan religion like this:

"That God is great and that there is nothing else great. Allah Akbar, God is great; and then also *Islam*, that we must 'submit' to God. That is the soul of Islam: it is properly the soul of Christianity; for Islam is definable as a confused form of Christianity. Had Christianity not been, neither had it been. Islam means in its way denial of self—annihilation of self."

The movement spread like wildfire through Asia Minor and over Northern Africa. The Moslems crossed the Straits of Gibraltar, mastered Spain, passed the Pyrenees, and, within a century, had an army almost within reach of Paris. Here, as before, Gibbon and Dean Stanley are as good as ever. A slight but stimulating study of Mohamet occurs in a collection of Conan Doyle's short stories published under the title, *The Green Flag*.

The Romance of the Papacy

We are now in a position to consider the Rise of the Papacy; for nearly all the phenomena at which we have been glancing are among the conditions which combined to produce the Papacy. By falling into one or more of the heresies to which we have referred, the great rival patriarchates of Rome lost prestige. They lost power when the Moslems swept away diocese after diocese in Northern Africa. Monasticism, also, on the whole, strengthened the Pope, and so weakened the patriarchs. Much of the evangelization of Europe emanated from churches which derived from Rome, so that in the end most of Europe looked to Rome as the Mother Church. Even the sack of Rome by the Huns in 410, and the overthrow of the Empire, only added to the prestige of the Papacy, which survived unshaken when Emperor and Empire crashed. Henceforth, the Papacy inherited the Imperial splendour of Rome. Consequently it seemed perfectly right, and only natural, when on Christmas Day, during High Mass, in the year 800, as Charlemagne knelt in his place, the Pope came and put the crown of the Empire on his head; thus indicating that the Empire was in the gift of the Bishop of Rome.

How all this came about can be read in H. B. Workman's *Church of the West in the Middle Ages*. So far as I know, there is nothing like it. No one, not even Dean Stanley, sees the Church of the Middle Ages with the eye of a mystic and a poet like Dr. Workman; or, anyhow, no one conjures up the vision for us with the magic of words in the same way. There is something whimsical in the thought that it has been left to a Methodist writer to reveal the glamour of the medieval Church and bring before our eyes the Romance of the Papacy.

SCIENCE TEXTS FOR YOUNG STUDENTS

By H. E. HADLEY, B.Sc., School of Science, Kidderminster

HERE is a *pot-pourri* of texts on branches of science which will appeal to students of varied ages and programme: it includes books which can be used, with advantage, in preparatory schools, in all forms of a secondary school, or in technical schools where students are preparing for the National Certificate in Engineering. When handling a group of books such as these, a conviction is derived that to-day the student has vastly more efficient help at his disposal than the student of forty, or more, years ago. The books available, in those days, for young students were few in number; they were written in somewhat academic style, and they were not well illustrated. The teaching of the rudiments of human physiology and of botany was rare, and was regarded almost as an unwarranted attack on the territory already fully-occupied by Latin, Greek and mathematics. Even if chemistry were taught at all, any enthusiasm of the young student was strained to the utmost by those first lessons, which sometimes consisted in committing to memory the symbols and atomic weights of the elements, followed by a course of "test-tubing"! The technical student suffered still more from the limitations of available texts: there were books on dynamics and statics, in which the subjects were treated with the rigid correctness of the early editions of Euclid; and those on mechanisms were equally unattractive. Present-day students may be justified in deploring the growth of competition in recent years; but they have the consolation of enjoying the vast advance in available equipment.

Boys, aged 8–12, will be much interested in the contents of *An Introduction to Science*,[1] and especially in its excellent illustrations. The text consists of sixteen very short chapters, on such diverse subjects as water-pressure, ships, railways, sound, electricity, chemistry,

[1] **An Introduction to Science.** By J. C. HILL. (New Approach Series, 2.) (1s. 6d. Oxford University Press.)

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the steam-engine, the motor-car, aeroplanes, the human body and the solar system.

Secondary schools will find *Graded and Everyday Examples in Physics*[2] to be a most useful supplement to their class books on physics. The authors have found, by experience, that the latter do not contain a sufficient range of exercises, nor are these of a sufficiently wide type: questions of School Certificate standard are too difficult for students approaching the subject for the first time. Each set of exercises is preceded by a concise statement of the principles involved; and these statements are followed by a generous number of worked examples, showing clearly how solutions should be set out. The book is an excellent piece of work, and deserves the attention of teachers.

In determining the contents of *General Science*, by Miss Joslin,[3] the author has been guided by the provisional syllabus which has been considered in recent years by the Science Masters' Association, and by the syllabuses in general science of the various examining bodies. The sequence of presentation of subject matter is interesting; thus, in view of the fact that, at an early stage of civilization, men became interested in the sun, the moon, the tides and the seasons, the first chapter is devoted to the earth, to the solar system, to gravitation and the tides, and to the measurement of time. Then follow chapters on the more elementary facts of mechanics and hydrostatics, and other branches of physics. The next five chapters deal with chemistry; and, finally, there are chapters on plant and animal life, terminating with the human being. The book supplies a most interesting presentation of general science, and it can be highly recommended for the use of students in the earlier periods of their education; it is well illustrated, and produced in an attractive form.

Elementary Physics, by E. Nightingale,[4] is a book which is appropriate for the use of junior students who intend to take, at a later date, the full physics syllabus of the School Certificate; or, it may be used for the physics portion of a general science syllabus. The course is experimental throughout, giving detailed instructions for many simple experiments. It is worthy of note that, in order to save time, weighings are taken with spring-balances, instead of with beam-balances. The wisdom of this procedure may not be accepted by all teachers; for, even with good spring balances, weighings are distinctly approximate; and, too, the beam-balance is an excellent appliance for imparting, at an early stage, a capacity for accurate observation—a faculty which often is so dormant in the young student. The question revolves round the relative importance of time and of accuracy in details.

Properties of Matter, by D. N. Shorthose,[5] is intended primarily for the use of students preparing for Higher Certificate and University Scholarship Examinations; and it can be well recommended for the purpose; especially as in this revised edition a chapter on viscosity has been added. In addition to chapters on the topics generally grouped under the title "Properties of Matter," there is a full treatment of those parts of mechanics and hydrostatics which are included in the physics papers of the above examinations. Each chapter concludes with a series of well-selected questions.

Engineering Science[6] is a subject of study which, in recent years, has become important to all students of mechanical and electrical engineering; it has developed, too, along experimental lines, so that even junior students acquire a knowledge of fundamental principles in the laboratory, rather than in the lecture room. The book under notice meets all the requirements of senior technical schools, the first and second years of the Ordinary National Certificate Courses, and the introductory work for the examinations of the Institutions of Mechanical and Electrical Engineers. The earlier chapters deal with force and its vector representation, the use of accurate measuring instruments, the principle of moments, work and power, and co-planar forces. Then follow chapters on more purely engineering subjects, such as machines, the transmission of power by belts, the testing of materials, and flexure. The concluding chapters are on the laws of motion, energy and hydraulics. In the text, everything has been done to give the student an intelligent knowledge of the subject. Each section includes worked examples and numerous exercises; and the illustrations and diagrams are good. The book can be strongly recommended for the use of students in technical schools and colleges.

[2] **Graded and Everyday Examples in Physics.** By R. V. Johns, W. F. Ware and A. I. Rees. (6s. Macmillan.)

[3] **General Science.** By I. C. Joslin. (4s. 6d. Macmillan.)

[4] **Elementary Physics.** By E. Nightingale. (3s. 6d. Bell.)

[5] **Properties of Matter.** By D. N. Shorthose. Revised edition. (4s. Heinemann.)

[6] **Engineering Science.** By H. B. Brown and A. J. Bryant. Vol. I: Mechanics and Hydrostatics. (5s. Macmillan.)

The Oxford University Press announces in the *Periodical* the introduction of an instalment plan for the purchase of books. It applies at present to the *Oxford English Dictionary* (thirteen volumes), to the "England" books and the Oxford Medical publications. Inquiries should be addressed to the Instalment Department, Oxford University Press, Warwick Square, London, E.C. 4.

* * *

The wave of post-Christmas pessimism, noticeable around New Year's Day, has overwhelmed the President of the Incorporated Society of Musicians. In his address, on December 28, 1937, he said, "We are turning out annually hundreds of gifted and well-trained musicians, who are just as unwanted as the tons of fish that are thrown back into the sea because there is no market for them." The President (Mr. Robert J. Forbes) is the well-known principal of the Royal Manchester College of Music. He pleaded for the creation of an intelligent listening public, a task of some difficulty.

* * *

The Lord Mayor of Sheffield desires that children should start their technical education earlier. He suggested at a recent meeting that a wider scope of such education, "long overdue in Sheffield," would encourage young people to follow the line that suited them best. Mr. A. Ballard, Chairman of the Technical Education Committee, speaking at the same meeting, was more optimistic. They had built up, said he, a secondary school of a different type, in which boys could continue an education of a wider nature, whilst studying the technical side.

Strange all this difference should be
'Twixt Tweedledum and Tweedledee.

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FOREIGN AND DOMINION NOTES

UNITED STATES

The social conscience of the U.S.A. which became, last year, progressively apparent in public affairs as world politics appeared to take a downward path, is reflected in the insistence of the necessity for democracy in recent articles on American educational matters.

"Education for Democracy."

The Social Studies for April last in an article entitled "Education for Democracy" advocates most strongly the "modified scientific method" of history teaching, characterized by recalling the pupils' knowledge of earlier history teaching; the critical evaluation of this earlier knowledge by questioning, to test its accuracy and the attitudes derived therefrom; a study of the high school text with appraisal of its reliability, and some comparative training in thinking and the use of sources and a critical evaluation of them. *The Journal of the National Education Association of the United States* in its editorial for October, emphasizing the state of transition through which civilization is passing, the tendency to over-simplify the struggle between collapsing capitalism and a rising proletariat, and the perversion of language in this struggle, advocates four simple courses of action for those who want to be good citizens; first, they can seek information in such liberal weeklies, undominated by special privilege, as *The Nation* and *The New Republic*; second, they can insist that their representatives in legislature and administration shall be honest and free from obligation to corporate interests; third, they can give special attention to international affairs which have come to affect all so closely; and, fourth, they can make the most of themselves, "in the sure knowledge that the age needs purpose, strength and character," and here "teaching can be a mighty force in the free school which is the future of civilized life."

To educate further for democracy, the people of Lorain, Ohio, held a public recognition service in September for its quota of the 2,000,000 young citizens reaching voting age every year; the November editorial of the *Journal of the N.E.A.* consisted of the address made by the editor on that occasion, and, besides an appeal for tolerance and honesty in public affairs as the only sure foundation for democracy, she mentioned Horace Mann as doing most, with Washington and Lincoln, to "establish and safeguard self-government."

Horace Mann Centennial.

This referred to the widely-celebrated centenary of the passing by the Massachusetts legislature of the law creating a State Board of Education (due largely to Horace Mann who was president of the State Senate), and to Mann's appointment as Secretary of the Board. This great reformer gave up a flourishing law-practice and a high governmental position to dedicate himself to education, which was withheld from half the children of the nation; what public (*i.e.* primary) schools there were, opened only for a few weeks every year and were regarded as pauper schools. He had five problems; to rebuild the school-houses of the State; to abolish corporal punishment; to found normal schools; to enlarge the curriculum; and to persuade the people themselves of the need of these reforms. In his twelve years' secretaryship he achieved all this, and, in spite of financial panic and much prejudice, doubled public schools' appropriations, increased teachers' salaries and lengthened school terms. The last eleven years of his life, Mann spent as John Quincy Adams' successor in the U.S. Congress and as first President of Antioch College, Ohio; in the former he became a bitter opponent of slavery and in the latter built the first American institution for higher education for both sexes and all races.

In the early months of the year the *Journal of the N.E.A.* devoted much space to the Harrison-Black-Fletcher Bill for federal aid to education which reached its most important stage in May. This Bill will provide for an initial appropriation of $100,000,000 a year until $300,000,000 is provided, and will be apportioned to the States according to the number of children in each of from 5 to 20 years old; it will be a definite step toward equalization of educational opportunity, as the school funds in the poorest State will be increased by 62 per cent as compared with 7 per cent in the richest, or, on the average, the twelve poorest States will receive an increase of 36 per cent and the twelve richest an increase of 10 per cent. If the Bill were opposed it could only be in the interests of a balanced budget and, as the Secretary of the N.E.A. said, "the nation can scarcely afford to expend vast sums for protection from without while it leaves itself unguarded against the enemies of ignorance and incompetence within."

Federal Aid.

In 1935, Congress passed a District of Columbia appropriation Bill to which was attached the so-called "Red Rider" which reads: "hereafter no part of any appropriation for the public schools shall be available for the payment of the salary of any person teaching or advocating Communism." *The School Review* (published by the University of Chicago) for February, comments upon the suppression in the District of Columbia, of two periodicals of the Civic Education Service for use in schools, on account of articles explaining the philosophy and workings of Communism, in a series which included similar articles on democracy and Fascism, and it appealed for the repeal of a law which so obstructs the free discussion essential to a democracy as not only to forbid teachers to advocate Communism, but also prevents them from describing it. The *Journal of the N.E.A.* also took this matter up and described in March the attempts made in Congress to repeal the "Red Rider," and in September it was able to report its repeal so that every school official is now relieved of the drag on his personal liberty which compelled him to sign a monthly statement asserting that he had complied with this law.

The "Red Rider."

In June, *The School Review* published some facts about secondary schools which showed that the percentage of "reorganized" schools (*i.e.* those operating on a plan other than the conventional one of the elementary school followed by a four-year high school course), was 11·1 in 1921, 19·4 in 1926, 26 in 1930 and that in 1934 it had risen to 28·6. The high schools increased in size, too, the percentage of those with fewer than 100 pupils dropping between 1926 and 1934 from 59·6 to 46·4, while there were forty with enrolments of over 5,000, the two largest being in New York City with 13,374 and 11,357 pupils respectively. The percentage of high school students who continued their education the following year has consistently dropped, on the other hand, from 32·1 at a university and 14·1 elsewhere in 1921, to 21·3 at a university and 3·8 elsewhere in 1934.

Trends in Secondary Education.

Also received: *School and Society, The Education Digest, The American Child, Columbia University Bulletin of Information, The Independent Journal of Columbia University, Public Education, Pennsylvania.*

The National Union of Teachers has decided to urge the introduction of the metric system of coinage, weights and measures in Britain.

* * *

Messrs. William Heinemann have purchased the English speaking rights of Prof. Demangeon's *Les Iles Britanniques*, which was the first volume in the Geographie Universelle, issued under the supervision of Vidal de la Blache, and will, as early as possible, issue a version for English students, translated by Dr. E. D. Laborde, of Harrow School.

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CORRESPONDENCE

CO-EDUCATION

All that you say in your Occasional Note on co-education in your December issue is backed by the authority of that great writer, Alexis Carrel, in his epoch-making book, *Man the Unknown*, which is not appreciated as it should be in England, although it is more esteemed in the United States and in France. He says in proof of your statements: "The differences between man and woman are of a more fundamental nature. They are caused by the very structure of the tissues and by the impregnation of the entire organism with specific chemical substances. Ignorance of these fundamental facts has led promoters of feminism to believe that both sexes should have the same education, the same powers and the same responsibilities. In reality, woman differs profoundly from man. Every one of the cells of her body bears the mark of her sex. The same is true of her organs and, above all, of her nervous system. Physiological laws are as inexorable as those of the sidereal world. They cannot be replaced by human wishes. We are obliged to accept them just as they are. Women should develop their aptitudes in accordance with their own nature, without trying to imitate males. Their part in the progress of civilization is higher than that of men. They should not abandon their specific functions. The generative function is indispensable to her optimum development. It is, therefore, absurd to turn women against maternity. The same intellectual and physical training, and the same ambitions, should not be given to young girls as to boys. Educators should pay very close attention to the organic and mental peculiarities of the male and the female, and to their natural functions. Between the two sexes there are irrevocable differences. And it is imperative to take them into account in constructing the civilized world." Thus writes the man who is one of the greatest leaders of physiological science, the recipient of the Nobel prize.

DE V. PAYEN-PAYNE.

JUNIOR INSTRUCTION CENTRES AND FACILITIES FOR FURTHER EDUCATION

A cursory examination in a junior instruction centre having shown that few of the youths had ever attended any technical institute or school, a further inquiry was undertaken, and over a period of several months. In a West Riding town, where there were not enough out of employment to justify the opening of a centre, it was found that all the unemployed youths had taken no further interest in education after leaving the elementary schools. A centre in a depressed area, with an attendance of four hundred returned only one per cent as having taken advantage of the post school education. Another centre, one of the largest, and situated in a city where the industries could well be described as cosmopolitan, was then investigated. The facilities for technical education in this city were of the best, the local authority actually printing a small pamphlet setting out the facilities and advantages of continued education, and also offering free admittance for the first session. In spite of this, the results of the inquiry were even worse, not a single one of the youths had taken advantage of the facilities.

In connexion with this investigation it should be borne in mind that although the actual number of those in attendance at a J.I.C. may not be large, the numbers passing through the centre is often very high, in this case the number being well over two thousand.

While it cannot be said that if the youths attending these centres had attended the technical schools they would have got employment, it is certainly true to say that of those who have attended the technical schools not 1 per cent are unemployed.

It was only natural that the reasons for this non-attendance at technical schools should be determined, and the main reason seemed to be that as the youths were not in employment, the incentive for further education was absent. In other words, the technical education was definitely linked up with a trade, so that if a youth got employment as an apprentice engineer, he would then take the engineering course. This seemed to point out the need for popularizing some form of general course in the technical institutes, to which those without work could attend, and which would help them to fit themselves for industry as and when they received employment.

It is, of course, well known that general work is being done in the junior instruction centres, but here the conditions are such that any instruction which has a trade bias is definitely condemned; in any case the attendance is for only half the working day. It might be possible to arrange a general course in the evening to suit the needs of these youths, in which case the centres would provide a good recruiting ground for the various technical institutions. The problem is of some magnitude as there are over two hundred of these centres up and down the country, with an attendance of over twenty-five thousand juveniles, and a turnover of over one hundred and fifty thousand in the course of a year.

One or two minor points of interest were noted which were given as reasons for non-attendance. One of these was that the impression was general that an examination had to be passed before a youth could be admitted to a technical institute; another was that it was felt that the cost of the course was more than could be afforded. These rather lead to the conclusion that a technical publicity campaign would be desirable, and this was further emphasized by the finding of a number of youths who very much favoured the correspondence form of institution; some even cited cases of brothers who had given years to these courses, and who possessed many "certificates," the value of which we all know, but which they highly prized. To correct a possible tendency to imagine these youths to be of the 14 to 15 group, it should be stated that the average age of those under review was 17.

SUPERINTENDENT.

The Education Committee of the League of Nations Union has decided to hold the postponed International Conference of Teachers from April 22 to 25. The Conference will discuss the actual problems of international relations to-day, and will exchange ideas and experiences on the methods of teaching international relations and of promoting international friendship and understanding in colleges and schools.

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PERSONAL PARAGRAPHS

THE following are among the New Year Honours conferred by the King. BARONS: Field-Marshal Sir William Riddell Birdwood, Bt., G.C.B., G.C.S.I., G.C.M.G., G.C.V.O., C.I.E., D.S.O., D.C.L., Commander-in-Chief of the Army in India, 1925–30; Master of Peterhouse, Cambridge; for public services. Sir Henry Yarde Buller Lopes, Bt., J.P., D.L., Chairman of Devon County Council, Deputy President of the University College of the South West, Exeter; for public services. KNIGHTS BACHELORS: Frederick Mander, General Secretary, National Union of Teachers. James Wallace Peck, C.B., F.R.S.E., Secretary, Scottish Education Department. Percival Sharp, Secretary, Association of Education Committees, England, Wales, and Northern Ireland. Thomas Franklin Sibly, Vice-Chancellor, Reading University; Member of the Advisory Council of the Department of Scientific and Industrial Research. K.C.B.: Maurice Gerald Holmes, C.B., O.B.E., Permanent Secretary, Board of Education. K.B.E.

William David Ross, O.B.E., President of the British Academy, Provost of Oriel College, Oxford. C.B.E.: John Baldwyn Beresford, M.B.E., Secretary, University Grants Committee; Secretary, Standing Commission on Museums and Galleries. Alexander Hamilton Thompson, Professor of History at Leeds University, Member of the Royal Commission on Historical Monuments (England). O.B.E.: Miss Georgina Birdsworth Ayre, J.P., Member of the Colne Education Committee. Miss Phyllis Constance Colson, Organizing Secretary, The Central Council of Recreative Physical Training. John Edwin Dalton, H.M. Staff Inspector of Schools, Board of Education. Hugh Marwick, Director of Education for Orkney. Adam Henry Robson, M.C., Principal Education Officer, Air Ministry. M.B.E.: Fred Cooper, Head Master of Beechfield Council School, Doncaster. Charles Godfrey Fox, Chairman of the Camden Town Juvenile Advisory Committee. Miss Helen Roberts Harrison, Assistant Secretary, Scottish Juvenile Welfare and After-Care Office. William George Hawker, Head Master, Mansford Street Central School, Bethnal Green. William Lawson, J.P., Chairman of the Govan Juvenile Advisory Committee. Miss Helen Locke, Superintendent, South Carntyne Junior Instruction Centre. Miss Louisa Jane Morrall, Head Mistress, Harpfield Council Junior Mixed School, Stoke-on-Trent. William Edwin Roberts, formerly Head Master, Hemingford Street Central Boys' School, Birkenhead. Harry Peace Smith, Head Master, South Road Boys' Council School, Poole. Miss Jean Ferguson Tennant, Head Mistress, Maidenhall Infants' School, Luton. Thomas Morris Thomas, Head Master, Gwendraeth Valley Council School, Pontyberem, Carmarthenshire.

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EDUCATIONISTS of every type will feel that the knighthood conferred upon Mr. F. Mander, the General Secretary of the National Union of Teachers, is thoroughly well deserved. Mr. Mander has brought to his great office outstanding ability, an unusual power of persuasive speech, and an aptitude for organization, all of which have helped to enhance the prestige of the N.U.T. No less welcome is the similar honour conferred upon Dr. Percival Sharp, Secretary of the Association of Education Committees, who is honoured as an administrator, and well liked and respected by the teaching profession. The Permanent Secretary of the Board of Education, Mr. M. G. Holmes, receives the K.C.B., which adds well-merited lustre to a famous name. Scotland is not forgotten, for Mr. J. W. Peck, Secretary of the Scottish Education Department, and formerly of the L.C.C., receives a knighthood; and another notable honour is the knighthood conferred upon Dr. T. F. Sibly, Vice-Chancellor of Reading University.

* * *

THE Governors of Wellington School, Somerset, have appointed Mr. A. J. Price, formerly Head Master of St. Peter's School, York, to succeed Mr. George Corner, who retires at Easter. Mr. Price was elected Ewelme Exhibitioner at Jesus College, Oxford, in 1917. After the War, during which he served in the Royal Naval Air Service, he returned to Oxford and took the Honour School of Natural Science. He was a house master at Denstone until 1930 and subsequently Senior Science Master at Berkhamsted School, where he also commanded the O.T.C. At the former school his boys won five open scholarships at Oxford, and at the latter school at Oxford and Cambridge his boys won six open scholarships and three exhibitions. He is a man of singular versatility and at school read classic in addition to science. His post-graduate work includes university examinations in biology, zoology, physiology and anatomy.

* * *

WILLIAM ROLLESTON, who died on Boxing Day last, was the son of Dr. George Rolleston, the eminent Professor of Geology at Oxford, and the younger brother of Sir Humphry Rolleston, the Regius Professor of Physic at Cambridge. Educated at Marlborough, he went up to Merton with an exhibition; after taking a second class in Moderations, he took his degree in 1891. For many years he was a master at Repton, from where he went on to Queen Elizabeth's College at Guernsey. He retired in 1930 but continued to live in the Island.

* * *

UNIVERSITY circles have suffered a great loss by the death of Prof. Louis Napoleon George Filon, on December 29 last, at the age of 62. He was a son of Mr. A. Filon, tutor of the Prince Imperial, and he passed through a distinguished academic career at University College, London, and King's College, Cambridge. Since 1912 he had been Goldsmid Professor of Applied Mathematics and Mechanics at University College, London. He was one of the promoters of London University O.T.C. and became Commanding Officer. During the War he saw foreign service in command of the second reserve battalion of the London Regiment. From 1926–30 he was Dean of the Faculty of Science in London University and Vice-Chancellor for 1933 and 1934. He was one of the leaders in the development of the plans for the new University buildings.

ONLOOKER.

Lord Aberdare, Chairman of the National Fitness Council, is to open on Wednesday, March 2nd, an Exhibition entitled "Health, Sport and Fitness," organized by the Royal Institute of British Architects, at 66 Portland Place, W. 1

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GERMANY'S LANGUAGE "CAMPS"

By MARGARET FRAZIER

TABLES are being turned on schoolmasters and mistresses in Germany who find themselves humble pupils leading a spartan life in *Schulungslager*, or School Camps, a new educational experiment.

Teachers of various subjects attend these camps, most of which are in the country, occupying old manor houses or former boarding schools. There are camps for biology, for political science, for gymnastics, and for history. Each camp lasts about two weeks, with a programme of lectures and practical instruction offered. If a teacher gives instruction in more than one subject, he must attend more than one camp. Manual labour forms a part of life in a teachers' camp. Every one must join in the morning labour service, which includes sweeping, making beds, peeling potatoes, cutting wood, and working in the garden. There are athletic exercises before breakfast; and after the midday siesta, a march lasting about an hour.

The most interesting type of camp is that for language teachers. Formerly it was necessary to gain proficiency through living several months in the country of the language one wished to teach, and to repeat these trips abroad at fairly frequent intervals during the teaching career. Because of the present exchange restrictions and attendant difficulties for Germans wishing to leave the country, the Ministry of Education started these special camps for language teachers about eight months ago. The majority are for English masters and mistresses. Less frequently, French camps are held, and a series of Latin "Lager" is planned for this autumn.

Having served as English "*Lektorin*" or instructor in two of the English camps last spring, I should like to tell something about the life there. The organization directly responsible for maintaining them is the *Zentral Institut für Erziehung und Unterricht*. This office is part of the Ministry of Education. Two language camps were opened eleven months ago; one is near Berlin at Gross Köris, the other is in the Ruhr district near Essen, in the small town of Kettwig. Teachers attend the "Rankenheim" Lager at Gross Köris from all parts of Central Germany, as well as from East Prussia. The Ruhr camp in the *Fichte Schule* at Kettwig is attended by those from the Rhineland, from the northern provinces, from the Black Forest and from Württemberg.

Selection of instructors for these language camps is one of the most difficult tasks of the Central Institute. From six to nine instructors must be engaged for each camp, and must fulfil certain definite requirements. They must speak the language of the Lager as their mother tongue and with the accent and elegance of a well-educated person. For the English camps, natives of England, Australia, New Zealand, Canada, and the United States are accepted if they are otherwise qualified. Instructors must have patience, and the willingness to make an individual case of each teacher and diagnose his own particular language difficulties. Furthermore, they must be willing to live simply and expect no favours that cannot be granted to the teachers, or "*Kameraden*," as they are called. Since experience in this type of teaching is an asset, the Institute is glad to have the same instructors remain for as many camps as they like.

The Central Institute recruits many instructors from the universities—students who are here on an exchange arrangement, on scholarships or for independent study leading to an advanced degree. Exchange English teachers at German schools also are given the opportunity to take part in the English camps. At the two I have attended, the Lektoren included a university professor, a head master from Australia, an English girl serving as translator in a London bureau, an American journalist, an English magazine editor, an Australian housewife, and the rest were exchange teachers or students.

My first camp was at Rankenheim. Teachers had a twenty-minute walk from the village railway station to the "camp," which occupies two attractive brick buildings at the edge of a lake, and surrounded on the other sides by evergreen forests. This was formerly the estate of wealthy people, but riotous living and financial catastrophe caused their downfall. The property was bought by the Zentral Institut a few months ago and converted into a camp.

At camp "headquarters" we were given our bedding, clothes-hangers, and tooth-brush glasses. The men received the uniforms which they were required to wear —heavy twill suits of dark or of light grey, depending on how many times they had been washed, with grey outing flannel shirts and brown army-type overcoats. The instructors and the mistresses could dress as they liked, although women were asked when possible to wear a dark skirt and light blouse.

The following programme was typical of a day at Rankenheim: 6.15 a.m, awakening whistle; 6.30 a.m., early sports; 6.50 a.m., room inspection; 7.20 a.m., flag ceremony; 7.30 a.m., breakfast; 8 to 9 a.m., labour service; 9.30 to 10.30 a.m., English reading and pronunciation practice, using Dean Inge's book, "England," as the text; 11 a.m. to 12 noon, lecture on some phase of education and school management; 12.15 p.m., dinner; 12.45 to 2.15 p.m., rest; 2.30 to 3.30 p.m., march; 3.45 to 4.45 p.m., English conversation; 5 p.m., tea; 5.30 to 6.30 p.m., lecture on educational methods; 6.50 p.m., flag ceremony; 7 p.m., supper; 8 to 9.15 p.m., singing, play-acting or a special talk by one of the English instructors; 10 p.m., lights out.

The *Helden Keller* or Heroes' Den was a popular place for spare moments, since it was a café and smoking room —smoking was forbidden elsewhere in the houses. Others preferred taking walks, swims, boat rides, or sun baths during leisure time. Sometimes "comrades" and instructors walked to Gross Köris for a cup of real coffee, for only malt coffee was served at the camp. The food was simple but wholesome. Some of the teachers

(Continued on page 74)

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were not glad at first to be at the camp, but the orderly atmosphere, the good air, and the stimulating companionship of other teachers combined to make them sorry when the day of parting arrived. Most of them gained considerably in proficiency in English during the two weeks.

Yesterday I returned from my second camp, this time at Kettwig. There the teachers are called "Teddy Bears" because of their woolly and rather awkwardly-fitting brown uniforms that make them look like nothing on earth except a rather comical teddy bear. The 6,000 or 8,000 inhabitants of Kettwig are used to their familiar sight by now, and cafés, cinemas, tobacconists, and news-stands all find them a great boon.

Camp life at Kettwig is more leisurely—perhaps in keeping with the easy-going temperament of South Germans as contrasted to the sterner stuff of the Prussians. Breakfast was not until eight, and we had two hours every afternoon for a nap. There were more excursions to interesting places in the neighbourhood (such as Essen, Düsseldorf, the harbour at Duisburg, mines at Oberhausen, &c.), and fewer lectures on theoretical subjects. In the evening, we had singing, both of German and English folk-songs, play-acting, or a talk by one of the instructors. Sometimes we had a free evening to go to a café in the town. The last night was "*Kameradschaftsabend.*" We sat at long tables at a café, and were surprised at all the talent in our midst—poets who wrote in English about the camp; song writers, elocutionists, and reciters. I believe every one of the eighty-six teachers was sorry to say good-bye to the Fichte Schule.

German school masters are people of great dignity, learning, and prestige. It was therefore a particular treat to see them assembled together in a simple way, sleeping on double deck beds ten to a room, peeling potatoes and sweeping floors, meekly taking corrections from 21-year-old instructors, and throwing off in the process years of dignity, and acting as youthful as their own pupils. The inhabitants of Kettwig and Gross Kŏris smile indulgently as these uniformed teachers (looking almost like convicts in their strange attire) go by gaily singing and laughing. These camps are bringing back youth and a better understanding of the problems of their pupils to the teachers, and they are succeeding also in their primary object, that of improving the teachers' facility in English, and in their secondary aim, that of giving schoolmasters a taste of camp discipline such as all young Germans get in the compulsory Labour Service and Army.

PRIZE COMPETITIONS

The winner of the January Competition is "Lolita," *proxime accessit* "Torelore."

The winner of the December Competition was Mr. A. C. Harrison, High Green, Sheffield.

The winner of the November Competition is Mr. Charles Race, 21 Hazel Road, Oxbarn, Wolverhampton.

We classify the nineteen versions received as follows:

Class I.—Lolita, Torelore, Yendu, Mousmée.

Class II.—Dexter, Río Blanco, J. T. P. R., Trina, Nautilus, Martin, Presbutes, Château d'If, Silsden, Katty Ann, J. E. M.

Class III.—Numéro, Old Colwyn, Borderer, Onyx.

PASSAGE FROM "MEMORIAS DE UN SOLTERÓN," BY EMILIA PARDO BAZÁN

Usted perdone—respondióme Feíta con su brío acostumbrado, que delataba la beneficiosa influencia del caldo y del añejo Jerez.—La heroína de Ibsen a que usted alude deja a su marido y a sus hijos. Se dan casos de mujeres que los dejan por motivos peores que los que guían a Nora; pero, en fin, ello es que Nora abandona a tres inocentes. ¡Yo . . . abandono a varios culpables! No se asuste, ya le probaré que no exagero. Si estos culpables fuesen mis hijos . . . ¡puede que no tuviese valor para tanto, culpables y todo! No son mis hijos. Por algo he formado la resolución de no casarme.—Los hijos deben de ser una cadena atroz. . . . — No se figure usted: me duelen las niñas pequeñas y mi padre. He de estar tristísima los primeros tiempos, lejos de aquí. Desde que me convencí de que era preciso marcharme, no he comido; así me puse tan débil. Pero hay que armarse de valor. Convencida de que debo marcharme, me marcho, y salga el sol por Antequera. Cuanto más pronto. . . .

TRANSLATED BY "LOLITA"

"Excuse me," answered Feíta with her usual vigour, indicating the wholesome effects of the broth and the old sherry. "The heroine of Ibsen to whom you are referring leaves her husband and her children. There are instances of women leaving them for worse motives than those which influence Nora; but for all that, the fact is that Nora does abandon three innocent creatures. In my case, the people whom I am abandoning are guilty. Don't be startled, I'll soon prove that I am not exaggerating. If these guilty creatures were my children, possibly I should not have the courage to do it, guilty though they might be; but they are not. It wasn't for nothing that I made up my mind not to get married. Children must be a frightful tie. Oh, don't misunderstand me. I am sorry about the little girls and my father. I shall be very sad to begin with, when I am far away from here. Since I acquired the conviction that I must go, I have eaten nothing. That is why I turned so weak. But one must summon up one's courage. Being convinced now that I must go, I am going—and now for a fresh start. The sooner the better!"

Whether on account of the "beneficiosa influencia del añejo Jerez" of Christmas-time, or for some other reason, entries for this month were down by nearly 50 per cent on those of the last Spanish competition, in July, 1937. As we said in judging that competition, it is one thing to know the meaning of the words of a passage and quite another to render the piece into appropriate English. This was an attractive little passage, full of everyday idiomatic phrases, but colloquial throughout. Those who attempted it nearly all made a determined effort to be colloquial; most of them came to grief occasionally, and even the prize-winner, and Torelore, who came very near her indeed, have one or two unhappy phrases. Still, the average level reached in this respect was much higher than last time; and we are glad of this, for a conversational passage rendered in stilted, unnatural language is painful to the reader.

A few notes on words and phrases will probably be welcome. *Usted perdone* (Excuse me, forgive me, pardon

(*Continued on page 76*)

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me) is an ordinary imperative: the transposition of the pronoun is indicative of extreme politeness, mock courtesy or remonstrance. *Delataba* means *denounced* or (as here) *betrayed*. Why some competitors wanted it to read *dilataba* we cannot imagine. *Jerez*, is, of course, *sherry*: two competitors only failed to recognize it and invented an attractive person with a "beneficent influence" called "old Jerez" whom we were quite sorry to have to conjure away like a Christmas ghost. *Ello es que: the fact is that . . . it's true, none the less* (taken with *en fin*). *Ya* is not invariably or entirely temporal, but very commonly emphatic (*¡ Ya lo sé !—Yes, yes, I know* (impatiently) or *I am quite aware of that* (portentously): here, however, *soon* is probably the best rendering. *Cadena* troubled one presumably dictionaryless and Latinless competitor, who deduced *present*—we suppose from French *cadeau*. *No se figure usted: Don't imagine* (*i.e.*, that I'm not worried about the children). Dots would have indicated that this was an attenuated aposiopesis, but there were none in the original text, probably because the phrase is so commonly used in this way that a Spaniard hardly realizes its true nature. *He de estar* is almost a simple future: literally, it means *I must of necessity be* but actually it is rarely as emphatic as that. *Cuanto más pronto: as soon as I possibly can.*

The phrase *salga el sol por Antequera* worried nearly everybody—not merely because, as one competitor complained, they "didn't know if it was a person or a place" (an atlas or a Baedeker would have settled that) but because "the sun" seemed to have nothing to do with the context. Various attempts were made: "I'm off to Antequera" (envisaged, no doubt, as a Spanish equivalent of "Philadelphia in the morning"), "may the sun rise at (or "on") Antequera" (thus the literalist translators), "I start at sunrise for Antequera," "May I find a place in the sun at Antequera," and so on. The boldest and brightest competitors, however, deduced an idiomatic phrase, best translated freely. They were right: the complete sentence is: *Salga el sol por Antequera y póngase por donde quiera.* It denotes determination to take some bold or irrevocable step and Lolita's rendering of it was quite the happiest phrase in the whole set of translations.

Last month we had no space for more than an acknowledgment of a letter from "H. S. W." in which he mentions having shown the extract from *Les Plaisirs du Hasard* to "a cultivated English-speaking Frenchwoman," who judged, from certain turns of phrase, that the author was not pure French—probably Belgian." Well, we have no information as to René Benjamin's exact origin, but a recent work of reference records that he was born in Paris, lives in Paris, and—if we may judge from a list of his published works—is Parisian of the Parisians. We have certainly not noticed any of the more notorious Belgicisms in the play, but it does contain slangy expressions which, to a French lady of the older generation, might seem reprehensible.

Our thanks are due to those who have written about a question on which we invited correspondence recently—whether it would be better to arrange only Class I in order of merit, listing the other classes alphabetically. There seems to be more sympathy for the Prize Editor than real enthusiasm for the idea, and therefore we shall

(*Continued on page 78*)

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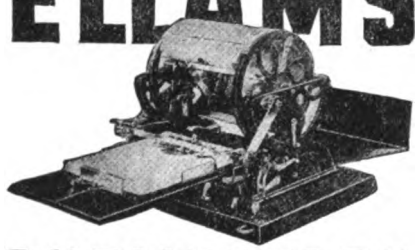

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The age will be : for seniors, 14 years and over ; for juniors, under 14 years. In future, therefore, candidates must clearly state on the cover of their essays their certified age last birthday.

No candidate shall be entitled to more than one prize in any Calendar Year.

Not more than three essays should be sent in from any school, the selection at this stage being made by the form-masters or mistresses concerned. The final awards will be made by the Editors, whose decision shall be final.

While hackneyed topics should be avoided, the essays may be on subjects of the candidates' own choosing, or on others suggested in the course of their English reading by their teachers. They may be written specially for this competition or as exercises presented in the ordinary course of school work. The themes should be such as lend themselves to literary, as opposed to merely scientific or technical treatment.

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endeavour to carry on as hitherto, only reserving the right to adopt the partly alphabetical arrangement if at any time we get an abnormally large number of entries.

"Katty Ann," in Italy, kindly remembered us at Christmas-time and sent an attractive card.

A Prize of Two Guineas is offered for the best translation into English Verse of the following lines by François Maynard (1582–1642):

EPITAPHE

Ci gît Paul qui baissait les yeux
A la rencontre des gens sobres,
Et qui priait toujours les cieux
Qu'l'année eût plusieurs Octobres.
Ce grand pilier de cabaret
Avecque un hareng soret
Humait des bouteilles sans nombre;
Passant qui t'es ici porté,
Sache qu'il voudrait que son ombre
Eût de quoi boire à ta santé.

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more than ONCE *during a given year, though the name of the competitor gaining a first prize will be published each month.*

All entries for this month's competition, which must be accompanied by the coupon printed on page 62, *must reach the office by the first post on March* 1, 1938, *addressed* "PRIZE EDITOR," The Journal of Education, *Ludgate Broadway, E.C.* 4.

Current affairs are well represented in the public lectures being given this term at KING'S COLLEGE, LONDON. Dr. Wickham Steed has two lectures to give (on February 7 and 14) of a course of five on German influence in Central Europe. A lecture, illustrated by a film, on some aspects of modern Brazil, will be given on March 2 by H.E. the Brazilian Ambassador. Geographers will note two lectures, by Major M. Hotime (March 10) and by Major R. L. Brown (March 17) on the work of the Ordnance Survey. Lectures arranged by the School of Slavonic Studies, which are being given at King's College, include six on Wednesdays by G. Struve on literature and literary problems in the U.S.S.R., 1917–37 (remaining lectures on February 2, 9, 16, 23). The lectures are at 5.30 p.m.

* * *

Among the public lectures remaining to be given at UNIVERSITY COLLEGE this term are a course of three, on February 28, March 7 and 14, at 5 p.m., by Dr. J. F. Danielli on surface chemistry and biology; and two, on March 8 and 10, at 5.30 p.m., by Prof. P. Pruvost, of the University of Lille, on the sub-surface geology of northern France.

* * *

Christmas passed, we begin to look for Spring Books, and MESSRS. J. M. DENT & SONS, LTD., are quick to provide information in the form of a thirty-two page pamphlet. We notice *Everyman's Wild Flowers and Trees*, by Miles Hadfield, which includes descriptions and illustrations of 500 of our common flowers and trees. Everyman's Library is to receive three additions: *Stories, Essays and Poems*, by Walter de la Mare, *The Georgian Literary Scene*, by Frank Swinnerton and *Hindu Scriptures*, edited by Dr. Nicol Macnicol. Volumes on Palestrina and Berlioz are being added to the Master Musicians series, and Nicolas Slonimsky has written an encyclopædic survey entitled *Music since 1900*.

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The Editors offer the following prizes for the best essays written in English by boys or girls attending secondary schools in Great Britain or Ireland. For Senior Candidates, 14 years of age and over, two prizes, a first and a second, in books to be chosen by the successful competitors to the value of £1 1s. and 15s. respectively: for Junior Candidates, under 14 years of age, two prizes, a first and a second, in books to the value of 15s. and 10s. respectively. Not more than three essays should be sent in from one department of a school (Junior and Senior), the selection at this stage being made by the form-masters or mistresses concerned. If more than the prescribed number are presented, the names of the candidates will be arranged alphabetically, and those in excess of three Seniors and three Juniors will not be considered. The final award will be made by the Editors, whose decision shall be final.

ESSAYS FOR THIS COMPETITION ARE DUE ON MARCH 5, 1938.

While hackneyed topics should be avoided, the essays may be on subjects of the candidates' own choosing, or on others suggested in the course of their English reading by their teachers. They may be written specially for this competition, or as exercises presented in the ordinary course of school work. The themes should be such as lend themselves to literary, as opposed to merely scientific or technical treatment.

Quarto paper (say, 11 in. by 9 in.) should be used, and the writing should be on one side of the paper only, with a 1-in. margin on the left hand. Clear, legible writing is essential, and there should be a reasonable space (say ½ in.) between the lines. The essays should not be longer than seven pages. They must be certified on the cover of the essay by the head of the school as being the *bona fide* original and unaided work of the candidates. The pages should be numbered and carefully fastened together.

Accurate grammar and spelling; clear and pointed statement; sound information; apt illustration; a reasonably wide vocabulary; logical development—are some of the qualities to be looked for in a good school essay. "Fine writing" should be avoided, but originality of thought, sentiment or expression would be regarded as a distinct merit.

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Among the announcements in the current issue of the *Cambridge Bulletin*, we notice *The Charity Schools Movement*, by Miss M. G. Jones, now in the press. The concluding volume of A. E. E. McKenzie's series of text-books of School Certificate and 1st M.B. standard, namely *Magnetism and Electricity* is announced, and also Books II and III of the *Arithmetic of Daily Life*, by H. Webb and J. C. Hill.

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LONDON : MR. WILLIAM RICE, LUDGATE BROADWAY, E.C. 4

School Buildings

We have often urged in these columns the paramount importance of providing school buildings adequate in every way to the needs of the modern world. Hence it is a source of peculiar gratification to us to find that this question has been given prominence recently by two well-organized and admirably planned exhibitions.

The first of these was a display of plans and models held in December by the headquarters of the Royal Institute of British Architects at Portland Place. Any visitor at this display saw welcome evidence that architects have now learned to look at school buildings from the standpoint of functionalism ; the buildings are being designed first and foremost to suit the purpose for which they are intended, and not to display the architect's knowledge of period styles or his acquaintance with applied ornament.

The second was the *News-Chronicle* Schools Exhibition held at Dorland Hall in January. The *News-Chronicle* has served education well by organizing a competition for designs of ideal schools suitable for town and country. This was the nucleus of the exhibition, and around it were grouped displays of educational equipment and demonstrations of school work of all kinds, illustrating to quote the programme " the whole range of education in Great Britain from Nursery School to choice of careers." The organizers hoped that from the wealth of ideas available to educationists, members of education authorities and teachers, there would arise " healthier and more efficient schools throughout the land." Hence there were gathered under one roof such exhibits as

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model flats for housewifery classes, a model gymnasium, an air-conditioned class-room and prize-winning designs for new schools.

The Victorians left us a legacy of school buildings that are on the whole deplorably bad. One may ask " Whose fault was this ? " The answer is that the fault was shared equally by architects and by those who commissioned their services. Of the latter it may be said that school boards and governing bodies always hankered after the picturesque and imposing. The aftermath of the Industrial Revolution led them to conceive that the increasing wealth of the country ought to be reflected in opulence of decoration. Outward show came first, and fitness of purpose was nowhere. When Sir John Guest the ironmaster, built a model school at Dowlais, he commissioned plans from Barry, architect of the Houses of Parliament, and the latter incorporated in the design an east window which is a replica of the largest window in the Parliament buildings. A vast perpendicular Gothic window in a school for children ! Nor were the presumably more enlightened dons and head masters much wiser. A head master of Harrow in the 'seventies actually paid out of his own pocket to provide at extra cost narrow decorated Gothic windows for one of the school houses (Drury's) instead of the simple rectangular windows that would have been cheaper and let in light and air. And every school board set up in 1870 believed that a Ruskinian, Gothic or Italianate Renaissance was superior to plain Georgian. Hence the pinnacles, pediments, dormer windows, tracery, Jacobean mullions, and all the rest of the misapplied ornament with which the schools were cluttered. Often these schools might appear picturesque (as at Sutton Coldfield—a period piece in its way). But they were as a rule grotesquely unfitted for their purpose.

Even if the school boards and governing bodies had had more insight, few of them were firm enough to suppress the misguided ideas of architects (as Palmerston did with Gilbert Scott over the Foreign Office Buildings).

Architects have many sins to answer for, but whereas the errors of other men lie hidden in forgotten books or obsolete laws, the mistakes of architects are visible in too solid and durable a form ; they cannot be hidden under a bushel but they shine before all men. Even Waterhouse, who built the new St. Paul's School in 1884, was led away from the path of truth and while designing a building which rather suggested a majestic Hotel de Ville he put the class-rooms on the northern (and thus on the colder and darker) side. As for the municipal architects of the past up and down the country, one has only to think of those massive and unwieldy school buildings (stone in the North, boiler-brick in the Midlands and South where the windows are always too high for the children to look out of them, the corridors too narrow and gloomy, the floors hard and noisy, the woodwork heavy and ugly, the whole painted in drab colours accentuated by the most hideous of glazed or enamelled tiles in cloakrooms and halls.

There were notable changes visible in the first decade of this century. The Derbyshire County architect showed how schools could be pleasantly built on the open quadrangular system with sliding windows and sunny corridors. The post-War era enforced economy in materials, and this made for simpler and neater buildings. Many of the schools built in the expansion period of 1927–31 showed admirable taste and restraint with judicious use of new materials.

But we were still behind the French and the Dutch in experimenting with the application of new materials and new conceptions of design and lay-out. It was not until the slump of 1931 forced a more drastic economy that functionalism had its chance. The contrast may be seen clearly in Middlesex. Harrow Weald County School (1930) is a red brick building in a modified Tudor domestic style, pleasant and comely, well-planned and admirably equipped. Stonebridge Park Council School (1933) is a " functional " building of brick, concrete and glass, where design is completely subordinated to purpose, and the result is a clean, light and airy building.

Simplicity, light, airiness, these are the prime necessities in the modern school. Cheerful colour for the interior walls, wide corridors, hygienic methods of heating and ventilation, adjustable desks and seats, rooms designed for special purposes ; these are some of the needs that are now being boldly met by our architects. Let any one who has any doubt on this point take a bus or tram along the edge of Wormwood Scrubbs Common. He will see there a finely proportioned building in concrete and glass, with bold sweeping lines and a complete certainty of purpose. It is the new Burlington School for Girls, a building as representative of our new age as are the best of the admirable new factory buildings along the Great West Road.

We have said some harsh things above about the school architects of a past age, and we end with the reflection that we have nothing but the highest praise for those enlightened architects who are bringing into our best modern schools the sunlight, fresh air, and fitness of purpose that are the hallmarks of a modern school building.

Electricity in Schools.—The important part which electricity is playing, and can play, in school life is well illustrated in a special folder " Progress in Schools " just published by the British Electrical Development Association. How to make proper use of lighting in cloakrooms, laboratories, classrooms, workshops, gymnasiums ; how to take advantage of the modern method of electric heating by flood heaters, tubular heaters and fires, and the necessity of teaching cooking, laundry and cleaning with modern electrical appliances, are the more important subjects with which the publication deals.

* * *

Careers for Secondary School Girls.—The Ministry of Labour has published a new edition of the pamphlet " Careers for Secondary School Girls." This pamphlet, which is a companion to " Careers for Secondary School Boys," is one of the series prepared by arrangement between the Incorporated Association of Head Masters and Head Mistresses and the Ministry of Labour. It is now reissued in a more compact form at the reduced price of 6d. with sixty-seven separate sections arranged alphabetically. Most of the usual careers for girls are included in the pamphlet, together with some still in the pioneer stage. Copies can be obtained at any H.M. Stationery Office.

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OCCASIONAL NOTES

Training of Teachers at Cambridge :

IN a report which is to be considered by the University authorities, it is recommended that the Teachers' Training College at Cambridge should become a University Department, that a Professorship of Education be created, and that lecturers in the Department of Education should be eligible for appointment as University lecturers. The University Teachers' Training Syndicate which is making these recommendations is moved by the desire that Cambridge should take its due share in the development of educational theory which it sees is having more and more effect on educational practice. So unsatisfactory does it consider the present provision for the training of teachers at Cambridge, that it holds that it would be better to abandon any attempt to give such training at Cambridge if the proposed changes are not made. Seeing that the formal training of teachers is becoming more and more widely required, this abandonment would mean that Cambridge men might well have difficulty in obtaining such training, and that, in so far as they did obtain it, they would do so away from their own University.

A Separate Faculty.

THE desirability—from the University's point of view—that a fourth year's residence should maintain the contact of a man with his own University can scarcely be questioned. The syndicate foresees the objection that the study of educational principles is an aspect of many faculties and not a separate study, but nevertheless it does not consider this objection valid, since " in its judgment, study of the problems of education or training in educational methods cannot effectively be pursued or given by the existing faculties." No doubt the University will give careful consideration to these proposals. In 1922, the Royal Commission on Oxford and Cambridge recommended the creation of a professorship of education, and the fifteen years which have since elapsed must have furnished many new arguments in favour of this course. The establishment of such a department as is here recommended might do much to make training more effective and to convince those who are at present sceptical of the value of a knowledge of educational theory.

London University.

OUR note last month on the revised lay-out of the Bloomsbury site of the University of London was written immediately before going to press and may now be supplemented. Mr. Charles Holden, the architect, has given full consideration to alternative ways of planning a group of buildings, surrounding the garden of Torrington Square in lieu of the single building originally proposed covering the garden. Birkbeck College is assigned a site with a long frontage on Malet Street and the garden and the School of Oriental Studies a site on the opposite side towards Russell Square. Apart from the great advantage of the garden, there will be under the new lay-out much freer movement of air, more sunshine, and readier access to the buildings and across the site. Further, should delays occur in completing the group, there will be no serious sense of incompleteness and frustration. The University will continue to draw the rent of the houses until demolition is necessary. The present scheme involves the demolition of more than half the houses on the east side of Torrington Square and a few on the west side and in Woburn Square.

The Archives of London.

PROF. G. M. TREVELYAN, the distinguished Cambridge historian, made a friendly gesture to London University by contributing to *The Times* an article on the Institute of Historical Research. To make way for the new building of Birkbeck College, the Institute's temporary home is to be demolished and the Institute will be accommodated in the main building of the Senate House, pending a permanent home in the University building. An appeal for £100,000 has been launched for the new building. Apart from the Institute's special purpose for the University, Prof. Trevelyan stresses its value "as a clearing house for historical studies in general, and an inquiry office for historians from all parts of Great Britain, the Empire and the English-speaking world." London is acknowledged as the great depository of historical material, much still unexplored. Additions are accumulating at an astonishing rate, forming the tropical forest of " material " through which historians will have to find their way. The Institute and its staff are well qualified to serve as guides.

Economic and Social Research.

A NATIONAL Institute of Economic and Social Research is to be incorporated as the result of co-operation between the Sir Halley Stewart Trust, the trustees of the late Lord Leverhulme, the Pilgrim Trust, and the Rockefeller Foundation. Sir Josiah Stamp is to act as Chairman of the Institute, Sir William Beveridge as Chairman of the Organization Committee, and Prof. Hall, of University College, has been appointed Director. The Institute is to be a national organization, though we presume that affiliation to the University of London is not excluded. An impressive programme of research and publication has been prepared, and many workers in the economic and social fields will know where to look for guidance and financial support. The Committee should have been strengthened by the inclusion of a few persons of scientific training. Objectivity is a great *desideratum* in many economics studies, and statistics is not the only science which should be called in aid. The form of organization of the new Institute might well be adopted as a model for a National Institute of Educational Research.

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THE Annual Report (1936) of the Chief Medical Officer of the Board of Education, which has recently been published, lays special emphasis upon the nutrition of the school child, both elementary and secondary. The statistics, which confirm those obtained in the previous year, show that the nutrition of 14·6 per cent of the 1,700,000 children examined was regarded as excellent, 74·2 per cent as normal, which we suppose means satisfactory, whilst 10·5 per cent were classed as slightly subnormal, and 0·7 as bad. The report makes it clear that not only diet, but other factors such as environment and sleep, affect nutrition. Other sections of the report deal with the provision of meals and milk, physical training, medical inspection and treatment, dental service, the teaching of hygiene, and school and holiday camps. A short section on the care of the young child, shows that some progress is being made in the provision of nursery schools, but reveals also that whereas there are 160,000 children under five in infant schools, only 7,000 such children attend nursery schools. In the nursery schools they are medically examined every term ; in the infant schools they are comparatively neglected. No wonder it is said that " the children trained at the nursery school are far in advance and better in every way than other children of similar ages."

The Health of the School Child.

GENERAL histories of our social and educational past are very necessary, and are not always interesting ; but many an experiment in the teaching of local history has shown how an element of reality and brightness may be introduced. Mr. H. H. Quilter, formerly a school inspector, has provided an example which seems to us worthy of extension. He has collected from the earliest files of the local newspaper a number of extracts illustrative of life in the town and neighbourhood of Grantham in the year 1854, and the result is a vivid picture of the Mid-Victorian scene. The description of the state of the schools, elementary and private and (as we now say) secondary, probably gives a good idea of English education generally at that time. Mr. Quilter supplies a connecting narrative which in places calls for revision. There is no analogy between Bell's monitorial school and Pestolozzi's Gertrude teaching her own children at home. And it is all very well to call the pupil-teacher system " the curse of our elementary schools almost to the present day." But how else could Kay-Shuttleworth have got his teachers ? Matthew Arnold was right when he called the pupil-teacher of the 1850's the back-bone of the school system.

An Essay in Local History.

AUTHENTIC pictures by Giorgione are rare, some seven or eight would be a generous estimate. It has ever been the dream of the collector to add one more to the meagre list. This wonderful young man was born at Castelfranco in the Alps near Venice in 1477, and he died of the plague in 1510. In his early days he appears to have painted small furniture panels in the studio of Giovanni Bellini in Venice. The most mature example of this genre is the famous *Tempest*, in the Venetian Academy. The idyllic pastoralism which we associate with his name can be traced through the art of Western Europe, in the works of Poussin and Claude, in Spenser's *Fairie Queene*, in Shakespeare's *As You Like It*, until it came to an ignoble end in the decadence of the Petit Trianon. The fact that the Trustees of the National Gallery have paid £14,000 for four small panels, and the discussion this purchase has provoked among the critics, are indications of the importance which is attached to the " Giorgionesque," even if the works in question are not actually from the hand of the master. In the meantime the lovely " St. Liberale " looks reproachfully from an adjoining room at an ascription which has only grudgingly been accorded to himself. One can imagine him wondering how long it will be before the derogatory " School of " is added to the label of the recent acquisitions.

This Giorgione Business.

THE most marked of recent developments of educational journalism in this country is the formation of what are sometimes called " subject associations," devoted not only to the subject itself, but also to the teaching of the subject. The Royal Geographical Society has existed since 1830, but the Geographical Association, with its different aims, is, by comparison, a new thing. Similarly, to the Royal Historical Society is now added the Historical Association, and we have also our English Association, our Mathematical Association, our Modern Language Association, and so on. Recent numbers of *History* and of *Geography*, the organs of the respective associations, contain substantial articles on the educational side. But the editors of *English*, which has now completed its first volume, take the opportunity of expressing their regret at the slender response so far made to their suggestion that the magazine should be a medium through which teachers would be able to exchange views on the teaching of English, whether through articles or correspondence. Perhaps *The Journal of Education*, which for seventy years has stood for education in the most general sense, may fitly express the hope that teachers of English should rise to the opportunity offered them by its young but thriving contemporary.

Our Specialist Contemporaries.

THE Report of the Joint Committee of the Four Secondary Associations for 1937 is an impressive record of educational activities. Of these, one of the most important was the Joint Advisory Committee with the Association of Education Committees, which set up a sub-committee to consider the Form and Aim of the School Certificate Examination. The resulting Memorandum has produced much discussion among the constituent associations. An important report on the selection of pupils for admission to secondary schools was also produced and adopted. The question of the examinations for Civil Service Clerical Classes received attention, and, as the result of a deputation, the

The Joint Four.

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Commissioners drew up a revised syllabus, incorporating suggestions put forward. The Examinations Committee put forward some comprehensive recommendations regarding the Higher School Certificate Examination. The subject of Physical Training in Secondary Schools has taken up much time and a *questionnaire* issued to the schools showed that many schools would need additional gymnasia, as well as more full time and part-time teachers, to provide two physical training periods per week, whereas to provide three periods, as suggested by the Board, still more accommodation and still larger numbers of teachers would be required. Useful work was also done by the Middlesex Local Joint Four and the Middlesex Branch of the I.A.A.M. in calling attention to the increase, noted for some years, in the number of school working days. A friendly exchange of views with the authority resulted in the stabilizing of these at a reasonable figure. It is clear that all the associations concerned feel the benefit that accrues to them from this regular co-operation.

"Forced" Loans?

WHY is it that if the conditions under which teachers live and work are as favourable as some people think, and say, they are—Burnham Scales, long holidays, &c.—"hot-house" forcing methods, in the form of subventions from local education authorities, have to be applied to secure an adequate and continuous supply of teachers? The obvious answer is that, in the main, the average elementary school teacher comes from a class of society which cannot afford the necessary secondary school and training college fees. For young persons of this class there is no family tradition of service in attractive posts in industry, the Church, the Services—for these there is insufficient financial and family backing. It is a fact that few will go into the profession of teaching in elementary schools if their family circumstances enable them to avoid it. Of all professions that of elementary school teaching most requires a mixture of the classes if our democracy is to be sustained. One Welsh Education Authority has developed the system of subvention in strange fashion. Apparently short of domestic science teachers it has decided to grant loans only to applicants guaranteeing to take up this branch of work. When it has a surplus of these it will, presumably, move the emphasis to teachers of physical training, or teachers of handicraft, or teachers of music and so on. Was there not a musical comedy, or a revue, called "It Pays to be Good"? Our recollection is that it was very funny!

The Problem of Leisure.

THE right and reasonable use of leisure assumes a degree of importance in our time which was undreamt of a generation or two ago. The shortening of working hours, the use of labour-saving devices, the tendency to increase holidays with pay, and, it may justly be added, a desire among increasing numbers for deeper and wider interests, are among the causes which make the problem one of urgent importance. School curricula should obviously be devised with a view to leisure as well as labour. Not only so, but the question of the actual use of leisure by adults needs careful investigation. We are glad, therefore, to see that this task is being taken up by the National Institute of Industrial Psychology. The suggested scope and method of the inquiry are outlined in a memorandum which has been issued, and an appeal is made to other organizations for active co-operation. Those of our readers who are interested may obtain further particulars from the Secretary of the Institute, Aldwych House, Aldwych, London, W.C. 2.

The Preservation of Democracy.

DR. R. H. TAWNEY is one of the doughtiest of the defenders of democracy in education, and his presidential address to the conference of the Workers' Educational Association was full of good points. "Education," he said, "is not merely a matter of absorbing information; it is the process by which men transcend the limitations of their individual personalities and become partners in a world of interest which they can share with their fellows. . . . We have been accustomed in the past to take democratic institutions for granted and to look to education to assist us to use them. To-day we are conscious that the issue is more grave and that the time may come when one of the functions of an educational body will be not merely to prepare men to exercise the rights of citizenship but to aid them to preserve them. . . . Democracy held the initiative; it has been thrown on the defensive. It was thought to be master of the future; for nearly two decades it has lost ground. Statesmen and theorists accepted it as an axiom; to-day the profession of an attachment to it is an offence punishable in some countries with imprisonment or death." Warnings such as these cannot be too often repeated. And we can pay full tribute to the work of the W.E.A. in "creating public opinion which will regard educational inequalities as the odious barbarity which they are, and will insist on such a reconstruction of the educational system as will convert it from an obstacle to an effective democracy into its buttress and ally."

Salaries in Northern Ireland.

WHILE so many other educational associations were meeting in London, the Assistant Masters' Association was holding its annual Council meetings in Belfast. In 1937 the Northern Ireland Branch of the Association had invited Council to travel to Belfast this year, and the success of the meetings amply justified the experiment of crossing the Irish Sea which was on its very best behaviour for both the outward and homeward journeys. When the invitation was issued, the "cuts" in teachers' salaries in Northern Ireland had been only partially restored, but as was playfully remarked in a speech made in the presence of representatives of the Ministry of Education, the very prospect of the coming of the I.A.A.M. seems to have been sufficient to ensure full restoration. However, conditions of service of teachers in Northern Ireland remain inferior to those of teachers in England and Wales both in regard to salary scales and superannuation payments,

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and a resolution was passed re-affirming the Association's determination to work for the removal of these differences. It is unfortunate that it is the older teachers who are particularly at a disadvantage. Their maximum is £30 per year lower than that of their colleagues in England, and only half of their service before 1922 is taken into account in computing the number of increments due. No doubt Northern Ireland would point out in justification that the province is less wealthy than England, but where justice and economy would seem to be at variance, surely justice should prevail. Moreover, can it be wise for Northern Ireland to pay its teachers less than the English (and Welsh) scale? Will the best teachers not inevitably find their way to England (or Wales)?

Museum Classes in Edinburgh.

AN experiment was commenced a year ago in the Royal Scottish Museum, Edinburgh, whereby a lady expositor explained the special features of the Museum to the children who visited it on Saturdays and Sunday afternoons. These personally conducted visitations were entirely voluntary, but there is ample indication that they have proved extremely interesting and stimulating. The children are allowed to choose which department they would like to visit, and the requests for different subjects are taken in turn so that all tastes may be catered for. In this way such diverse subjects as lighthouses, stained glass, furniture, the Acropolis of Athens, Ancient Egypt, Babylonia, Assyria, porcelain, bird migration have all been taken in hand. The experiment has proved so successful that a "Museum Holiday Class" is now an established institution. There are now 200 names on the roll of interested children. These are taken in groups of thirty to different parts of the Museum every Saturday morning, and also during school holidays at eleven o'clock. When the children were asked if they would like to write down their impressions of what they had heard and seen, about forty of them responded quite voluntarily. The result has been the production of a museum magazine in which appear impressions relative to every department of the museum. The children have also contributed a collection of drawings of the various objects exhibited. These will be on show in the Museum.

Nutrition Training in School.

IN a recent address to the Aberdeen Workers' Educational Association on "The Physiological Bases of Nutrition," Prof. Cruickshank, Regius Professor of Physiology, said that no boy or girl should leave school without some knowledge of the factors that contribute to the betterment of social conditions. Their interest should be quickened in biology, hygiene and sociology and to this should be added training in the elementary principles of nutrition, food economics and dietetics. The health of the nation, he said, depended on the health and education of the child, and health, physical and mental, depended on good nutrition. Good nutrition demanded a sufficient income, an ample supply of suitable food, a knowledge of foodstuffs and how to cook them, good housing conditions, freedom from heritable disease, and opportunity for games and leisure. Malnutrition he described as a national evil, to be combated by every means in our power and particularly by the education of our children in the elementary principles of healthful living. "The average diet in this country," he said, "tends to be deficient in the protective foods—milk, cheese, butter, eggs, fruit and vegetables. In our inland areas there is a deficiency of fish of the herring type. The great need is to restrict an over-indulgence in sugar and starchy foods. The nutrition campaign is no fad. It is one of the most important and urgent of our day. Without it, all other enterprises for the building of an A1 nation must have their foundations on sand."

Air Raid Precautions in Schools:

THE Board of Education has issued a Circular (1461) outlining the precautions advised in the event of air raids. The circular makes it clear that only general advice can be given at this stage and that detailed precautions may well be left until hostilities have commenced. Thus children are not to be given respirator drill or air raid drill, and this decision will be welcomed if only on psychological grounds. But local authorities are recommended to consider schemes for evacuating children from areas which are likely to be heavily and repeatedly attacked. The State will make provision by the supply of respirators for all children and by providing the services of air raid warders to meet unforeseen emergencies. Teachers, it is suggested, may well undergo some training in first-aid. Thus both local education authorities and the teaching staffs are slowly but unavoidably brought to face the possibilities of the next war.

Bomb-Proof Schools.

THE circular makes it clear that schools cannot be made bomb-proof, but shelter trenches and gas-proof rooms can be provided in all new schools and in most existing schools. But considerable structural precautions are not advised, since in areas where these are most needed, children will be kept from school and if possible evacuated. Boarding schools seem to be favourably placed in this respect as they are generally out in the country, and their closure is not advocated. (Even so, Westminster and Harrow are obviously not as safe as Oundle or Marlborough.) On the whole the circular is a sensible and moderate document which will, no doubt, be closely studied by local education authorities and their teachers. But what a ghastly commentary on the modern world it is—that such a circular should be necessary!

The Arts Faculty.

PROF. CHARLTON, speaking with the background of twenty-five years' experience as a university teacher on the arts side, has admitted that the world finds little use for arts students except as school teachers. He was addressing the Association of University Teachers as President. His main thesis must be accepted somewhat reluctantly, for authorship, journalism and administration constitute large and important professions.

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Prof. Charlton demanded a radical reform of the basis of our honours schools in the arts faculty. The aims should be not merely professional but an education for the students' own good and for their country's good. This sort of education—without undue specialization in classical or modern languages or history or any of the other subjects of the faculty—is needed by a higher proportion of our population. Are the public or the universities chiefly to blame? It is surprising that there are so few colleges for adolescent men and women enjoying rural conditions for health and exercise and a not too specialized curriculum.

Educational Reform.

WHAT are our university men and women with political interests thinking about educational reform? A resolution was adopted at the annual conference of the Federation of University Conservative and Unionist Associations held at Oxford, demanding "a radical reform of the whole educational system, including the public schools," the object desired being to secure "the political and social stability of the country." The mover, Mr. S. D. Say (Cambridge) suggested that our educational system was not doing all it should to help democracy to survive, and he expressed the hope that the public schools would be made more accessible to public-aided scholars. There must be many cases in which the cost of a scholarship tenable at a local secondary school could be expended to greater advantage in aiding the boy or girl to proceed to a public school. The cost of preparatory and public school education is becoming too burdensome to many middle-class parents with large families. Public schools suffer financially because they have no affiliation with local education authorities. Nevertheless they make an important contribution to the public system of education.

Student Health.

THANKS to the National Union of Students, health propaganda has permeated our universities. The Union's report on "Student Health" contrasts our universities with those of the United States, Canada, Germany and Sweden, our efforts being described as "puny and pitiful." Inquiry into facts sometimes produces surprising results. A careful examination has elicited that not more than 25 per cent of the students of the modern universities take part in organized games; and even at Oxford and Cambridge, the proportion is probably not more than 50 per cent. There is a *prima facie* case "for the introduction of medical and health services in the universities." It is recommended that medical officers should examine the students, and that each university should appoint a director of physical training "to organize voluntary courses in physical training for students who wish to keep themselves fit." The word "voluntary" is used deliberately, we presume; but some degree of compulsion should not be impracticable.

Science and Citizenship:

SIR RICHARD GREGORY delivered the first public lecture, illustrating the educational importance of science, established under a trust by the Science Masters' Association. Our Nation woke up to the importance of science when the bombs began to drop on London early in the War. Committees were appointed and funds collected. The balance of these funds is now being used to provide an annual lecture. Sir Richard appropriately selected for his subject "Science and Citizenship." By way of preamble, he paid a glowing tribute to two great men of science who have recently died—Lord Rutherford and Prof. Armstrong—referring with special emphasis to Armstrong's life-long and strenuous fight for the improvement of science teaching. The word "heuristic" associated with Armstrong's earlier efforts has fallen out of common use but the spirit he infused into our schools is still working. Lord Rutherford was both a brilliant experimenter and charming personality. Science has great need for men of such varied types to represent its cause before the public.

And Human Biology.

THE keynote of Sir Richard Gregory's lecture was that science by improving the means of communication in both physical and oral transport, by alleviating human suffering, by increasing production and leisure, and in a host of ways has given the peoples of the world the opportunity "to understand one another and to work together for the continued increase of common welfare." A new social structure should result. Present indications are that its growth will be slow and intermittent. Turning to practical suggestions, Sir Richard put forward a plea for human biology as an essential part of an educational course. "On every side the biological aspects of citizenship grew more significant, and the need for biological education more urgent." Finally he stressed the need for the application of scientific method to social and international problems. This is surely the supreme problem. The post-War period has not so far shown much progress in this direction.

General Science.

GUERRILLA warfare has been started on the question of general science by a series of letters published in the *School Science Review*. The controversy turns largely on the position of chemistry in the syllabus. Atomic and molecular theories are incomprehensible to boys and girls until they have attained a certain mental growth. Mr. C. L. Bryant supports the report of the Science Masters' Association in arguing that physics offers a better range for quantitative work than chemistry; but he protests that quantitative work in chemistry was not excluded from the syllabus. Mr. F. W. G. Ridgewell maintains that "most science teachers, while willing to experiment, remain so far unconvinced of the value of general science." One important issue is whether the science course should be planned for four or five years, and this in turn raises the question of the age at which the School Certificate should be taken. The discussion will no doubt be continued, preferably without personalities; for as we suggested in this column when the report was first published, the final word on this important question has not been said.

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FURTHER LETTERS TO A YOUNG HEAD MASTER

VI. THE PRESS AND THE HEAD MASTERS' MEETING: HONOURS FOR TEACHERS

By W. JENKYN THOMAS, M.A., ex-Head Master of Hackney Downs School, formerly Grocers' Company's School

MY dear W.,

I am going to begin this letter by scolding you for not attending the annual general meeting of the Head Masters' Association held at Guildhall in the City of London on January 4 and 5. So far as I know, you have no excuse, such as illness, for your non-attendance. You and several other young head masters are so entirely absorbed in your own schools that you pay no attention to the general welfare of the secondary branch of the teaching profession. It is a great pity. There are grave questions confronting the secondary branch, in which every member of it ought to take a keen and active interest.

You would yourself learn a great deal from attending these and similar meetings, and from contacts with your brother head masters. For myself, I learned infinitely more from meeting other head masters in conference and otherwise than I ever learned from books on education. Not only would you benefit by the addresses, debates, discussions and talks, but you would also thoroughly enjoy yourself. There was much excellent speaking at Guildhall (and some execrable speaking, too, I must confess) and at the dinner, the after-dinner speaking—a difficult art—was delectable. The speech, for example, made by Mr. E. Percival Smith, Head Master of Bradford Grammar School, in proposing the toast of the guests, was a model of its kind.

By the way, when in the past I have blamed you for not attending the meetings of your Division (for the benefit of those who, not being members of the Head Masters' Association, read this screed, let me explain that the Association contains seventeen divisions, covering England and Wales), you have said, "What is the good? Every resolution sent up by Divisions is turned down by Council." You have not attended sufficiently to know whether this is true. As a matter of fact, it is not. Resolutions of divisions receive every consideration. I do not know whether it was on account of such a slogan as yours or not, but Council put on the agenda of the Guildhall meeting two resolutions sent up by divisions. These were rejected by decisive majorities. If you and head masters like you attended your divisional meetings as you should, ill-thought-out resolutions would perhaps not be sent up.

Time was when you could have read a full and accurate summary of the proceedings in all the better London and provincial dailies. In the *Morning Post*, in particular (I lament its decease, not so much on account of its politics, but because it was a decent, independent, well-written and unsensational paper), the late Mr. Fred Peaker used to write excellent reports. Nowadays, few reporters attempt the sort of report that was customary in the past—all that most of them seem to be on the look-out for is something sensational. In justice, however, to the *Birmingham Post* and the *Yorkshire Post* I must say that their accounts of the first day's proceedings were quite up to the old standard. The latter gave one and a half columns to them, in addition to a column of Sir Farquhar Buzzard's address on the Physical Fitness Campaign and a sane, well-written leader. The former gave a shorter, but quite adequate account, and a leader entitled, "Willingly to School," inspired by the President's address.

Contrast with these the London papers. *The Times* had only about half a column, reporting only the President and Sir Farquhar Buzzard, and that meagrely. The *Daily Telegraph and Morning Post* devoted nearly three-quarters of a column to Sir Farquhar Buzzard and Mr. D. V. Glass, the latter on "The Falling Birth-rate and its Effects on Secondary Schools." The *News-Chronicle* printed less than half a column, but "splashed" the heading "King's M.D. Attacks Fitness Campaign," and it had a leaderette sympathizing with the attack. The *Daily Mail* published six and a half lines about Mr. England's address and four lines about Sir Farquhar Buzzard's. The *Daily Herald* had just a "stick" and the *Daily Express* nothing. And yet ours is, to say the least, one of the most important educational associations in the country, and its attitude towards vexed questions, one would have thought, would be of more interest to intelligent readers than the above scanty space allowance indicates. But the vast circulation of the picture papers provokes the question: "What proportion of intelligence is there in the newspaper reading public?"

Naturally, I was not concerned to examine all the great provincial dailies. I have already mentioned two of them. The *Manchester Guardian* had a column, devoted to the President, Sir Farquhar Buzzard and Mr. Glass, and the *Liverpool Daily Post* three-quarters of a column, in which, by the way, it was reported that a motion proposed by a Liverpool head master was rejected. The *Yorkshire Post*, I may add, did not forget to mention the Yorkshire head masters who spoke at the meeting. Harking back to the *Liverpool Daily Post*, I should mention that it had a leader in which the opinion was expressed that Sir Farquhar Buzzard was a bit hard on the Government. Personally I thought he exercised considerable restraint in criticizing a campaign which has so many absurd features.

What do I think of the New Year Honours List, so far as education is concerned? Well, Sir Maurice Holmes, the Permanent Secretary of the Board of Education, is one of the greatest of our great civil servants, and that is saying a mouthful, as the Americans say. He has great personal charm, immense ability, and a sane, practical love of education. All who know him rejoice at his K.C.B. As for Sir Percival Sharp I cannot

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understand why he was not knighted long ago. He is one of the greatest educational administrators, held in the highest esteem both by the local education authorities and by the teaching profession, on account of his many great qualities, his comprehensive knowledge of everything appertaining to education and—his fighting qualities. While he has always been a " bonny fechter," he has a rich humanity which endears him even to those who battle, generally unsuccessfully, against him. Sir Frederick Mander is the very able secretary of the National Union of Teachers. The Board of Education has always been cognizant of the power and wealth of this great organization. His predecessors, James Yoxall and Frank Goldstone, were both knighted. So it was only a question of time when he would receive the honour due to him, and it is a matter of great satisfaction that it has not been unduly delayed.

But once again the names of school masters and school mistresses are conspicuous by their absence. I disregard minor, not to say piffling honours such as M.B.Es, &c. The teaching profession has always been scurvily treated in the matter of honours. I can only think of two—John McClure of Mill Hill School and Frank Fletcher of Charterhouse—who have been knighted in the last twenty years or so. Both richly deserved the honour, of course, but anybody could name at once several others who, if they had attained in any other profession the eminence which they attained in the teaching profession, would have been knighted as a matter of course. Much lip service is paid to the importance and efficiency of the work done by the teaching profession, but it stops at lip service, and we are getting very tired of mere lip service. In Continental countries, the teaching profession is regarded as at least the equal of other professions when the State confers honours. England, if we are to judge by the acid test of honours, regards it as something very inferior. It is surely time for the abandonment of this antiquated obscurantism. Hopes were entertained that at the Coronation belated justice would be done to the teaching profession. Pressure was brought to bear from influential quarters, but with no effect. The Board missed a great opportunity of inaugurating a new era. It has been urged that it is Downing Street and not King Charles Street which decides who are to be the recipients of honours. The final decision, of course, is made in Downing Street. But if I am told that a genuine effort has been made by the Board and has failed, I shall rudely say, " Tell that to the marines : look what other Departments of State do for their nominees ; I refuse to believe that the great Board of Education is powerless in this matter."

The Universities, too, are very niggardly as regards honorary degrees for teachers in what they regard as the inferior branches of the profession. The University of Wales is as bad as any of them. The Welsh Intermediate Education system was particularly fortunate in its first two appointments, that of Mr. Trevor Owen to the Headship of the Caernarvon County School, and Miss Mason to that of the Bangor County School for Girls. Not only were they strikingly successful in their own schools, but they acted as guides, philosophers and friends to all who were subsequently appointed to the new schools. They retired after many years of invaluable service to Welsh education. You would have thought that the University of Wales would have shown its appreciation of this service, by which it had itself benefited greatly, by conferring on each of them an honorary Doctorate. No, it gave Mr. Trevor Owen an honorary M.A. only (he took it : I would not have done so, if I had been in his place, but then I am not so modest as he is), and nothing at all to Miss Mason. And this in a country which is popularly supposed to be keener even than Scotland on education.

Yours ever,

W. J. T.

TOPICS AND EVENTS

Acting and Dramatic Production.—The Spring Term of the Sunday Course of Art of Acting and Dramatic Production, organized by Citizen House, will open at the Everyman Theatre, Hampstead, on Sunday, February 6. This course will again form the only one in this country held within an actual theatre. The plays to be produced include Shakespearean, eighteenth-century and every type of modern drama, while individual tuition is given to each member. Scenery-making, costume and lighting demonstrations form a regular feature of the course, and every member is taught individually how to adapt schoolroom platforms, institutes, halls, &c., and make them into excellent little theatres with the maximum of imagination and creative talent and the minimum of cost. All properties, scenery, &c., used in the public performances are made during the course by the members, and acting parts are guaranteed to all A further interesting feature of the Spring Term will be the Playwrights' Course, which will be held under the direction of Miss Marion Fawcett, the well-known actress and play doctor for the West End Theatres. Readers are invited to attend the inaugural meeting of the Course at the Everyman Theatre, Hampstead, at 2.30 p.m., on Sunday, February 6, 1938, when performances will be given by members of the Autumn Course. This meeting is free to all interested, and application for invitation tickets should be made to the Hon. Sec., Little Theatre, Citizen House, Bath, and a stamped addressed envelope enclosed.

* * *

Engineering : What it Is and Does.—Under this title a most interesting three-coloured illustrated booklet has been published by fourteen leading engineering institutions constituting the Engineering Public Relations Committee. It is being distributed free to schools and colleges throughout the country and to any one else interested. It is the first step taken by the newly-formed Engineering Public Relations Committee to make better known the services which the engineer performs for the community. The book, which contains many striking photographs, traces the evolution of engineering. It shows how its services to mankind have extended to the provision of power, the application of power to manufacture, the provision of means of transport and communications, food supply and public health. The Engineering Public Relations Committee is also offering lectures to schools and colleges all over the country and is going to organize exhibitions which will be seen in the provinces as well as in London.

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CHILDHOOD AND YOUTH

By T. RAYMONT, M.A., formerly Warden of Goldsmiths' College, University of London

THE systematic study of the early period of life had not been much pursued until the approach of the twentieth century. James Sully's *Studies of Childhood*, published in 1895, may be regarded as a pioneer book in English. Sully, who was one of the ablest psychologists of his day, not only carried out careful observations on the development of his own child, but also made himself familiar with similar work which had been done in America and in several countries of continental Europe. His treatises on psychology were perhaps rather dull, but his *Studies of Childhood* was at least as readable as any subsequent book on the subject that has come under our notice. Another pioneer effort was Stanley Hall's two colossal volumes on *Adolescence*, issued in 1904. Since those days a large amount of research has been accomplished. Naturally the results of the research first appear as monographs, but ever and anon they are used for the purpose of bringing text-books up to date. Four new text-books of this order, all published in America, here call for notice.

One of the two authors of *Child Care and Training*[1] fills, in the University of Minnesota, an office which bears the significant title "Assistant Professor of Parental Education." The book was published nine years ago, for the benefit of people "who see that merely becoming a father or mother does not bring the knowledge necessary to be a good parent." Here we see the book in its fourth edition, revised and enlarged, and we think it thoroughly well deserves its success. No important aspect of child development and care is omitted, the treatment is scientific without being too technical, and the references to other books and pamphlets make it a useful guide to readers.

The large and comprehensive volume entitled *Early Childhood Education*[2] is from the pen of the Director of Kindergartens and Elementary Education Public Schools at Berkeley, California. The author, whilst in full sympathy with the influence of those "child-centred schools" which base their curricula upon activities, and which throw off the domination of "a prescribed regime and the deadliness of school subjects," would yet seek to remove some of the misconceptions which have arisen as to the usefulness of the school subjects in realizing the newer values incorporated in an activity programme. In other words, whilst she believes that the influence of Dewey and others has led to a more natural programme for the younger children, she is well aware that we have not done with subjects. The book is a mine of information and suggestion regarding child education as seen from the American point of view.

We turn from the period of childhood to that of adolescence. Two noteworthy additions to the existing text-books on this subject call for notice in this place; one by Dr. Luella Cole, of Berkeley, California,[3] and the other by Dr. Ada Arlitt, of the department of Child Care in the University of Cincinnati.[4] Dr. Cole's book is the larger and more comprehensive of the two, but both are good and thorough pieces of work, and both, we think, represent advances upon the treatises hitherto available. Dr. Cole rules out topics about which, however interesting, little is known, and she illuminates her general treatment of each topic by "illustrative case studies." Dr. Arlitt is thoroughly abreast of recent research, and indicates the points at which gaps in the field of research occur. Both books, though in somewhat different ways, are strong on the bibliographical side. And both writers, so far as we have observed, avoid the mistake of regarding adolescence as a kind of disease, and as an epoch which is *bound* to be marked by storm and stress. In some respects the two books may be regarded as complementary, and they should help parents and teachers to a better understanding of an important and often difficult period of life.

One thing further remains to be said. We have pointed out that two of the books here under notice bear upon early childhood, and two upon adolescence. It would be scarcely too much to say that the four of them together represent the bulk of the investigation into juvenile psychology and hygiene which is going on in our time. Nearly all of it is concerned with the child under 7, or else the child over 11. The period between 7 and 11, the period which in England has recently been brought to the front by the establishment of junior schools, is, and has been, neglected by comparison. Many reasons might be given for rectifying the omission. The years from 7 to 11, when the troubles of infancy are past, and the troubles of adolescence are yet to come, are a most attractive and important period of human life—the period when the death-rate is at its lowest, and the power of resistance to disease at its highest. It has been a much misunderstood and mishandled stage of life, both in the home and in the school. All the help that trained investigators can give to throw further light upon these "dark ages of childhood" is needed. An excellent lead was given in the Hadow Report on the Primary School, and this lead is followed up in a recent volume[5] by Miss E. B. Warr, which appears in a series edited by Dr. Susan Isaacs. Miss Warr's work, which includes a good deal of original observation, is of a kind which is really needed at the present time.

[1] **Child Care and Training.** By Prof. MARION L. FAEGRE and J. E. ANDERSON. Fourth Edition, Revised. (11s. 6d. net. Minneapolis: University of Minnesota Press. London: Oxford University Press.)

[2] **Early Childhood Education: its Principles and Practices.** By RUBY MINOR. (10s. 6d. net. New York and London: Appleton-Century Co.)

[3] **Psychology of Adolescence.** By Dr. LUELLA COLE. (12s. 6d. net. Allen & Unwin.)

[4] **Adolescent Psychology.** By Prof. ADA H. ARLITT. (6s. net. Allen & Unwin.)

[5] **The New Era in the Junior School.** By E. B. WARR. (3s. 6d. net. Methuen.)

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BOARDING SCHOOLS

By J. W. KIRBY, B.A., Roan School, Greenwich

"DAY schools can never be regarded as more than a second best." This was the conviction of the founder of the Woodard Schools; and the other books mentioned in this article must support that conviction for they deal with schools which have all been pre-eminently boarding-schools since their foundation.

Clayesmore School with its firm foundation of thirty years' solid growth, is the work of Alexander Devine,[1] who began public life in Manchester at the age of 20 as a police-court reporter and promoter of street-boys' clubs. From Manchester he moved to London, taking with him twelve of his street-lads whom he started in situations there. Continuing his reforming work he started a boarding-school for the "hard cases" of the public schools. "Don't expel your bad boys!" he appealed to head masters, "send them to me."

Later he came to the conclusion that bad boys were not bad enough to justify a separate school. He would reform the schools themselves; and so Clayesmore began.

Canon Kirk in his account of the Woodard Corporation[2] has a very different subject in its founder, Nathaniel Woodard. Lex's failures were due to an incurable optimism which made him spend money before he got it, and Woodard even embarked upon his schemes before he had made sure of financial support. He was curate of New Shoreham in 1846, when the thought of covering the country with a system of boarding-schools for middle-class pupils came to him. He began with a day school; but it was to the boarding-school that he looked for the sustained corporate life to inculcate the religious ideals which he considered necessary for a complete education.

Lancing, Hurstpierpoint and Ardingly were the outcome of his original idea of establishing three different grades of boarding-schools, an upper class equal to that of the great public schools, a middle-class for the sons of professional men and a lower-middle for the sons of tradesmen. Other schools, Bloxham, Denstone, &c., were established, and to-day there are sixteen schools, including nine for girls, spread over England and Wales. Woodard possessed to an amazing degree the gift of persuading others to give. His schools had to be built and even supported by voluntary contributions and

[1] Lex: being the Biography of Alexander Devine, Founder of Clayesmore School. By F. WHITBOURN. (10s. 6d. net.) Longmans.)

[2] The Story of the Woodard Schools. By Prof. K. E. KIRK. (3s. 6d. Hodder & Stoughton.)

(*Continued on page 94*)

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The above is an extract from the review in the New York Times *of the reprint of this book for the United States and Canada.*

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The above is quoted from a review of Belief in God *in the* Welsh Secondary Schools Review, *by the Head Master of a School in Wales.*

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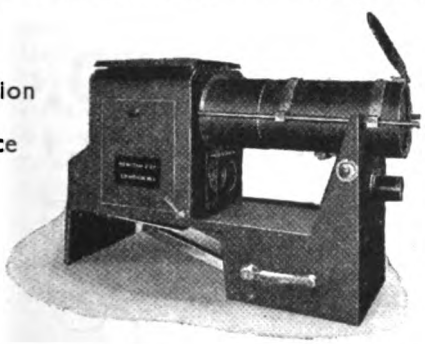

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An Article by

Mr. F. H. JENNER,

of The Grammar School, Eastbourne,

will be found in the NOVEMBER issue of this Paper.

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January, 1938. By order of the Senatus. W. A. FLEMING, Secretary to the University.

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ASSOCIATIONS IN CONFERENCE

CONFERENCE OF EDUCATIONAL ASSOCIATIONS

The twenty-sixth Annual Conference was held at University College, London, from January 3 to 10, under the presidency of the Right Hon. Sir Kingsley Wood, Minister of Health. The subject of his address, "Education and Health," was appropriate in view of the great official activity of the past year for the promotion of physical fitness. Sir Kingsley gave an encouraging account of the work of his department in relation to old-age pensions, housing, the medical care of working boys and girls, and the institution of a system of salaried midwives throughout the country. A promise was given to provide more cottages in rural districts, a reform long overdue. In thanking the President for his address, Lord Dawson said that education and health must always go side by side and that medicine was thinking in terms of education more every year.

The subject of the open joint conference was similar —"Health and the Schools." The three speakers were Mr. M. L. Jacks, Head Master of Mill Hill and Director-elect of the Education Department of Oxford University. Miss Ethel Strudwick, High Mistress of St. Paul's, and Mr. E. G. Savage, Senior Chief Inspector of the Board of Education, the Chairman being Prof. Sir Farquhar Buzzard, of Oxford. Mr. Jacks insisted on a wide definition of health —physical, mental and spiritual. He referred to his own experiments at Mill Hill for the improvement of physical fitness, including rational clothing and enforced periods of rest; and urged that the work of promoting physical fitness should be assigned to a specially qualified member of the staff. Miss Strudwick entered a *caveat* against the over-advertisement, fearing that after the boom we shall relapse into our former indifference. She objected to the word "campaign" preferring a word suggesting a continuous fight for a higher standard of physical fitness. Mr. Savage displayed official cautiousness against an excess of enthusiasm, and against overestimating the gravity of the problem. Compared with our Victorian forefathers, we had many reasons for thankfulness and much evidence of progress. He made the important announcement in relation to the new National College of Physical Education that serious attention would be given to research. The word "research" was studiously avoided in the original announcement and this *Journal* was the first to insist on its need. The Chairman also stressed the importance of research especially into heredity, predicting that in twenty-five years' time this would be a most important subject in the minds of everybody, not only in this country but all over the world. Games, he considered, were the best preparation for the trials and difficulties of life. This year discussion from members of the audience was not invited. A good opportunity was lost for a real "conference" on a subject of great interest to teachers. Though the hall was not so well filled as usual, many types of teaching experience were represented.

The usual exhibition of publications and school handwork and equipment was organized. Special exhibits and demonstrations were arranged, including a Health Education Section, the Linguaphone Language Institute, School Supplies Service, arranged by W. H. Smith & Son, the Henry Puppets and Theatres, the Montessori Society, a specially interesting exhibit illustrating Creative Education, arranged by the Society for Research in Education. We were favourably impressed by the variety and high standard of the work shown in this Exhibition by such schools as Bembridge and Leighton Park. Drawings, plaster models, woodcuts, printing, woodwork, weaving, &c., were included. The Association of Teachers of Domestic Subjects staged an exhibition of apparatus designed to simplify the teaching of the Principles of Diet. Miss Doreen Bingham gave a demonstration of Dalcroze Eurhythmics and there was a performance of Laurence Housman's "Little Plays of St. Francis." A varied and attractive series of expeditions was offered to members to places of interest in or near London.

The arrangement of the Conference was undertaken by a Committee with Sir Henry Richards as Chairman, Mr. F. J. Whitbread, Treasurer, and Miss M. A. Challen, Secretary.

THE NORTH OF ENGLAND EDUCATION CONFERENCE

The meetings of the North of England Conference coincide with those of the many educational associations that assemble in conference at London during the first week of the New Year, and for that reason perhaps they do not secure quite as good a press as they might. This year's conference at Scarborough was perhaps not as lively as some of recent years, but it was well attended, some 400 delegates being present. Mr. Kenneth Lindsay, Parliamentary Secretary to the Board of Education, made an excellent President and his address which included a survey of reorganization was well received.

The main subjects of discussion at this year's Conference were the Training of Teachers, the Backward Child, Friendly Relations with Youth of Other Countries, Broadcasting in Education, the Meaning and Importance of Play for Young Children, and the Aims of the Modern Commercial College.

The Training of Teachers was discussed in a somewhat disappointing way, largely because although both speakers and audience were agreed that reforms were needed, yet no constructive suggestions were advanced. The paper read by Dr. R. W. Rich, Principal of Leeds Training College, stressed the need for a modicum of culture and adequate knowledge on the part of young teachers; he advocated the extension of training college courses to three years, the present certificate being replaced by a university diploma which might count towards the requirements for a degree. In the open discussion, speakers complained of the inadequate knowledge and deficient culture of some training college students, and the desirability of early supervision and estimates of their suitability for the teaching profession. Pre-college practice—an important reform—was mentioned by Mr. Baxter (I.A.A.M.). But the selection of entrants and a reasoned criticism of the present courses of training were not discussed as fully as they might have been.

The discussion on Friendly Relations with the Youth of Other Countries was not without liveliness. The Anglo-German scheme for exchanges of pupils was described in great detail by Mr. H. Raymond King (I.A.H.M.), who organizes the International Summer School for Secondary School Pupils; he had little difficulty in showing that so far as London and Berlin are concerned the scheme is working very well. But a London head mistress (Miss Davies, of Streatham) criticized it because it ignored political realities, particularly the persecution of Jews. The Bradford scheme was well spoken of: under this scheme exchanges with France and with Germany are arranged annually for some sixty pupils (half to either country). A good subject and well discussed.

Broadcasting was surveyed in able fashion by Mr. A. C. Cameron, who indicated how complete is the organization nowadays in the educational services of the B.B.C.: school, adolescent and adult education being now considered as one. He had no difficulty in showing by statistics that school broadcasting is established firmly and is developing rapidly. It was left to Mr. Ring (N.U.T.) to say that local education authorities ought now to provide the necessary equipment.

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But the discussion made it evident that the right relationship between the broadcast talks and the school courses has not yet been established.

Of the other subjects discussed at the conference brief mention should be made of the Aims of a Modern Commercial College, on which Mr. Ramsbotham read a paper: his final and unexpected point was a sound plea for adequate libraries in these colleges. The discussion emphasized the facts that commercial education is the Cinderella of education and that there is urgent need of training courses for commercial teachers.

THE HEAD MASTERS' CONFERENCE

The Annual Meeting was held at Winchester College on December 22 and 23, Mr. Hardy (Shrewsbury) being in the chair.

The chief item on the first day was a discussion on the proposals of the Committee for a closer definition of the terms of membership. Eventually it was decided to elect all the schools at present on the eligible list to full membership and in future to pay particular regard to the degree of independence enjoyed by schools applying. A discussion on "Chapel and Sunday in Schools," introduced by Mr. Wolfenden (Uppingham), proved very interesting and the questions of voluntary or compulsory services and of games found considerable variations of opinion, while some head masters gave accounts of interesting experiments in the treatment of Sunday. Shortage of time prevented the expression of any clear-cut opinion and the policy of the Conference was not apparent.

Dr. Terry Thomas (Leeds) proposed and Mr. Elliott (Eton) seconded a resolution "That Independence and Freedom are the very Essence of English Education" and this was, naturally, carried.

On the second day, the Conference was addressed by Wing Commander E. J. Hodsoll on "Air-Raid Precautions," and by Miss Leybourne, of the London School of Economics, on "The Fall of the Birth-Rate, its effects on the Public Schools and its Relation to the Costs of Education." The former gave excellent advice on the questions of evacuation in dangerous areas and protection in comparatively safer districts. He advised members to get into touch with local authorities and co-operate with them, but in the case of members of the staff volunteering for duties in their localities, he emphasized that during school hours their first duties would be with their schools.

Miss Leybourne showed a somewhat gloomy picture of a decline in the secondary school population, commencing in 1938 and accelerating as the years go on. She suggested it might be neutralized by a lowering of costs and an increase in the number of parents desiring a boarding school education for their sons. She produced figures based on the statistics compiled since the War and though she admitted that some occasional recoveries were noticeable, the general tendency was downwards and appeared likely to continue.

A resolution proposed by Mr. Birley (Charterhouse) and seconded by Mr. Turner (Marlborough) was designed to make the Latin of the School Certificate conform more to the needs of those who were unlikely to go to a university and to give it a more historical and cultural flavour and less of the present linguistic tendency. It was decided that the Committee should examine it further with the universities.

Rev. K. J. F. Bickersteth (Felsted) gave a short statement on the interchange of teachers with overseas schools and proposed that someone should be sent to these schools to effect a closer touch with them.

Mr. Lyon (Rugby) pleaded for the Junior Summer School at Geneva.

The Conference dined at Guildhall, on December 22, and the Bishop of Winchester and the Mayor were amongst the guests.

INCORPORATED ASSOCIATION OF HEAD MASTERS

The Annual Meeting was held at Guildhall, London, on January 4 and 5. After a reception by the Lord Mayor, the President, Mr. E. T. England, Birmingham, delivered his address. He stressed the progress made in the relationships with local education authorities and with the universities, the care now given to the non-specialist boy and the greater happiness of both boys and staffs. He then directed attention to two important items of the Agenda, Air-Raid Precautions and the Decline in the Birthrate, and in connexion with the latter he quoted some figures, showing a drop of 689,000 in the totals of the elementary school population of England and Wales between 1915 and 1936. He showed also from the records of one school of the number of children in each family that, in the case of the last 159 new boys, there were 335 children and 314 parents. This indicated that the supply of boys to feed that school would in thirty years time be precarious.

A resolution of greeting to the secondary school teachers of Australia and New Zealand was proposed by Dr. Happold, Salisbury, and received by Major Fuhrman for the High Commissioner for Australia and by Mr. Jordan, the High Commissioner for New Zealand.

Mr. D. V. Glass, Secretary of the Population Investigation Committee, speaking on "The Falling Birthrate," thought that though the secondary school population would suffer a marked decline in the next twenty years, the tax-paying population would remain much the same and, therefore, there would be the same amount of money for fewer pupils, with marked advantages to secondary schools. A resolution calling attention to unemployment amongst graduates after a course of post-graduate training, and asking for a limit to be set to the number of students in universities, preparing for teaching posts in secondary schools, was proposed by Mr. A. Morris, Ipswich, and seconded by Mr. Thorp, Norwich, and was carried by a large majority.

An excellent address on "The Physical Fitness Campaign" was delivered by Sir Farquhar Buzzard, who emphasized the importance of heredity and urged that physical training should not supersede ball games.

A resolution in favour of adding university open entrance scholarships to the list recognized for State scholarships and urging L.E.As to recognize them as alternatives to the Higher Certificate in their awards, was proposed by Mr. Gibson, Liverpool, and seconded by Mr. Graham, Sheffield, but was heavily defeated.

Wing-Commander E. J. Hodsoll spoke on "Air-Raid Precautions," urging head masters to think out their own problems and to co-operate with local authorities.

Mr. Hardy, Shrewsbury, proposed a motion deprecating the growing specialist demands in university scholarship examinations and showing their bad effects on sixth form work. Mr. John Bell, St. Paul's, seconded, and the resolution was carried unanimously.

Mr. Jacks, late Head Master of Mill Hill and now Director of the Department of Education, Oxford, opened a discussion on "The Training of Teachers." Mr. L. Smith, Sheffield, proposed a resolution, seconded by Mr. Eldridge, Stowmarket, asking the Board of Education to review the conditions of entry into secondary schools. The resolution was carried.

INCORPORATED ASSOCIATION OF ASSISTANT MASTERS

The experiment of holding the annual meetings of the I.A.A.M. in Belfast was thoroughly justified. The Association received a very kindly welcome, both from its own members and from the Civic and Government authorities, and admirable reports of the discussions appeared in the Press.

At the Annual General Meeting Dr. H. Garrett, Assistant Secretary to the Ministry of Education for Northern

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Ireland, gave a masterly address on "The Development of Secondary Education in Northern Ireland." It was made clear that teachers and administrators are working together for the good of education. Dr. Garrett made no attempt to deny that conditions in Northern Ireland rather lag behind those in England, so it was probably no surprise to him that a resolution was passed which welcomed the action of the Government in restoring salaries to the pre-1931 level, but asked that conditions of service should not be inferior to those of teachers in England and Wales, particularly in regard to the valuation of back service for both pensions and lump sum and to the initial salary increments.

A further resolution noted with satisfaction evidence of an increasing number of special places with complete exemption from fees in secondary schools, adding that a further increase in this number together with a raising of the income limits now in operation would be welcomed. Considerable interest was taken in the Report of the Executive Committee, and questions and comments were numerous. The decision to abandon the attempt to press actively the policy of endeavouring to secure that teachers in aided schools should become the servants of the local education authority, was not, after full explanations had been given, seriously challenged. Probably the most important debate was that on the group system in the School Certificate Examination. After a long discussion Council decided to endorse the proposal for the abolition of the group system as recommended in the Report of the Joint Advisory Committee of the Association of Education Committees and the Four Secondary Associations on "The Form and Aim of the School Certificate Examination," and expressed general agreement with the report as a whole. The opinion was also expressed that a three-hour paper is too long at School Certificate stage; that many three-hour papers could with advantage be shortened and that others might be split into two shorter papers; and that it is particularly objectionable to expect any candidate to take two three-hour papers in the same day. Another decision was to undertake an inquiry into a better method of awarding State Scholarships and local education authority scholarships.

During the past year, the Salaries Sub-Committee has spent much time in formulating a new salary policy, and the suggested figures (£250–£18–£600) for graduates were accepted, with an addition of £50 for London as defined in the present Burnham report. The proposed non-graduate scale is £200–£18–£500. It is suggested that any local education authority should have the power, in agreement with its teachers and with the Burnham Committee, to adopt the London or an intermediate scale. Second masters should receive an allowance of not less than £50 per annum, and teachers whose service is of exceptional value should receive not less than £24. Dissatisfaction was expressed with the present system of training, and the Executive Committee was requested to consider the question and to report. The Association is still dissatisfied with the conditions under which handicraft teachers, for example, can be placed on the graduate scale. The Burnham Committee is therefore urged to accept alternative courses and to dispense with the year of training in the case of long service teachers.

The subject of Federation was discussed in a private session, and hence it is not possible to say more than that the strong feeling in favour of a united profession is still in evidence, and that there is every disposition to continue the negotiations which have been begun on the principle of the creation of a new "All-in Body." The difficulties are not minimized, and it is recognized that sacrifices would have to be made by all the consenting bodies. But if the negotiations have done nothing else they have enabled primary and secondary school teachers to understand and respect each other's point of view, and that is all to the good.

It is common knowledge that during recent months the question of religious tests for teachers has been prominent. One result was the following resolution of a private member: "That this Council is of opinion that attendance at any assembly, the purpose of which is the inculcation of religion, should not be deemed a normal part of the duties of an Assistant Master in Secondary Schools." This was carried by a good majority.

A difficulty that frequently arises in boarding schools is that masters are expected to perform duties for which no extra remuneration is received. Hence a resolution was passed saying that masters who, in addition to their normal teaching duties, perform duties in boarding-houses should receive adequate remuneration over and above that received in day schools.

Unemployment among teachers is still causing searchings of heart, and the Executive Committee was requested to make further inquiry into the matter, as well as into the employment in elementary schools of trained men specially equipped for secondary teaching; and to suggest possible remedies.

Next year's meeting will be held at Plymouth.

THE ASSOCIATION OF ASSISTANT MISTRESSES

The Fifty-Fourth Annual General Meeting was held at University College, London, on January 4 and 5, under the presidency of Miss E. M. Scoular, of Lincoln High School. The reports presented by the respective chairmen of the Loan Fund Committee, the Benevolent Fund Committee and the Hospital Insurance Scheme showed increased activity in all directions. The report of the Chairman of the Education Committee, Miss M. Clutton, made clear the effectiveness of the Association's machinery for mobilizing rapidly an informed opinion on all matters relating to the subjects included in the curriculum and on examination questions. The panels of subject specialists which have been specially active during the year are: the Classics Panel, which is conducting an inquiry into the position of Latin in Girls' Secondary Schools, and the value of set books at the School Certificate stage; the Modern Languages Panel which has drawn up a syllabus for Higher School German; the Domestic Science Panel which has prepared a School Certificate Syllabus and discussed domestic science as a subsidiary subject in the Higher School Certificate Examination; the Physical Training Panel which is considering a pamphlet on The Teaching of Gymnastics in Girls' Secondary Schools. A particularly interesting report was published by the Mathematics Panel on The Reasons for Teaching Mathematics to the large Majority of Girls in Secondary Schools.

A resolution relating to the recent memorandum on the Form and Aim of the School Certificate Examination drawn up by a Joint Committee of representatives of the Association of Education Committees and of the Four Secondary Associations was proposed by the Vice-President, Miss H. D. Pearson. She made it clear that the resolution merely asked for a formal re-affirmation of a policy already arrived at by the Association. The resolution which is quoted below was carried *nem. con.*:

> "That this Association welcomes the proposals with regard to the First School Examination made by the Joint Advisory Committee of the Association of Education Committees and the Four Secondary Associations. In particular the Association cordially endorses the policy of abolishing the group system and of giving the schools freedom with regard to the choice of subjects to be presented by candidates."

A further resolution from the Education Committee, proposed by its Chairman, was in reality a corollary to the above and asked for such modifications of examination requirements as would leave more time for individual creative work and would give greater opportunity throughout the school course for the development of the pupil's personality. It was claimed that a school leaving examination should offer such a choice of subjects that a certificate could be gained in the normal course of school work by

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every type of normal child, the academically clever, the artistic but one-sided, the practical, and the slow.

A resolution welcoming the Board's Report on Homework was also passed. This stated that the recommendations of the report were in accordance both with the Association's policy and with the practice in most enlightened secondary schools for girls. Attention was directed to a statement in the report which indicated that in 60 per cent of the schools in Wales for which details were available the average time given to homework was two hours or more per night with heavier work at the week-ends. Other resolutions dealt with size of classes and divisions, school accommodation, the training of teachers, grace terms and conditions of entrance into secondary schools.

A meeting of senior mistresses in mixed schools discussed competitive sports for girls and sixth form work for post-School Certificate girls who do not take the full Higher School Certificate Course.

The Education Committee had arranged a meeting at which Storm Jameson was to speak on " The Novel and Contemporary Life." Unfortunately sudden illness prevented her from attending, but her stimulating and interesting paper was read by Mr. Guy Chapman.

The President of the Association for 1938 is Miss G. E. Ford, Senior Mistress of the Ashford County School, Middlesex. This is the first time that the mixed schools have provided the Association with a president.

THE EDUCATIONAL INSTITUTE OF SCOTLAND

The sixty-first Annual Congress of the Educational Institute was held at Oban during the last week of the year. Oban is not easy of access in winter weather, and with many of the hotels closed its accommodation for visitors is limited, but in spite of that a very successful conference was held. Apart from the usual social functions there were four principal addresses, and these afforded opportunities for much helpful discussion. The President, Mr. Harry Blackwood, on the theme " Whither Education ? " reviewed the present position in Scotland and discussed possible lines of progress, keeping in view particularly the changes that next year would bring with the raising of the age. While admitting freely the conservative tendency characteristic of Scottish education, he maintained there was a widespread recognition of the changes and improvements necessary. The Sheriff-Substitute of Argyll, Mr. Neil A. MacLean, K.C., delivered an interesting address on " The Teacher and the Law." Mr. MacLean has for many years been the legal adviser to the Educational Institute and out of his wide experience of the special problems of the teacher he had much to say that was helpful. No less interesting was the address of Dr. Colin MacDonald, Director of Education for Argyll, on ' Rural Schools." He brought out with effect the many difficulties in such a scattered and inaccessible county. The last address, " Education in Japan," by Mr. Thomas Henderson, the Institute's General Secretary, a balanced and judicious review, was particularly interesting at the present juncture.

SCHOOL LIBRARY ASSOCIATION

The Second Annual General Meeting was held on January 6. In the morning the Committee and Council met (the Council is composed of representatives of Regional Groups, and is the Association's centre for interchange of experience and discussion on Regional activities). In the afternoon the business meeting was held. Reports were approved on the work of the Association during 1937, and elections for 1938 held. The Secretaries' report described the satisfactory growth of the Association during 1937, membership having reached 304 (representing nearly 300 schools); the successful initiation of Regional Groups covering most of England ; the conclusion of arrangements with several subject-associations for joint production of annotated book lists ; and the setting up of a central panel to advise on problems of administration (a measure to be supplemented by the appointment in all possible areas of local school librarians of experience competent to give general guidance). An encouraging financial statement was made. Lastly, the editor of the *School Librarian* was warmly congratulated on his work.

The open meeting followed. In an introductory statement the Chairman (Mr. Evan Davis, Director of Education for West Sussex, and President of the Association) stressed the educational character and aims of the Association. He looked forward to an extension of membership not only among secondary, but also among senior and central schools. He pleaded for wider recognition of the importance of a good library in the school, countering the " dogmatic imposition " of fact, representing at once the unity and variety of knowledge, and reducing the danger of excessive specialization.

Mr. Hugh Lyon (Head Master of Rugby School) then read a characteristically delightful paper on " The Steps to Parnassus." The summit of Parnassus is the love of good literature : " How can we bring our children to love good literature ? " He rejected two opposite answers—that of the " modern " who says, " We needs must love the highest when we see it " and points out the summit to the child, whereupon the child duly exclaims : " Parnassus ! How lovely ! let's go up ! "—and that of the old-fashioned pedagogue " whose job it is to roll up his sleeves and drag the youngster by main force from one step of Parnassus to another, until in spite of himself he reaches the top." Himself a supporter of the *via media*, he stressed the child's strong instinct of imitation. The most potent incentive is the child's realization of our own sincere love of literature. Beyond this we can in the earlier stages do little more than provide the child with plenty of suitable and varied material. Most children are natural readers ; with the others we must use " all the arts of the teacher except teaching." At the examination age more positive guidance can be given : the detailed study of a great masterpiece ; the training of appreciation by isolated passages of prose or verse ; the occasional informal reading of a passage loved by the teacher himself ; and, best of all, private individual guidance in reading. Here " the right use of a school library can be a wonderful aid. What is after all the best way to find out what literature means ? A library with free access, comfortable chairs, lists drawn up of selected books—selected not because they are classics and books people ought to read, but because they are books the child will enjoy."

The text of Mr. Lyons' paper will be published in the Conference Report.

The Secretaries of the Association are Miss Constance Reid (Paddington and Maida Vale High School, London, W. 9), and Mr. C. A. Stott (Aldenham School, Elstree, Herts).

THE CLASSICAL ASSOCIATION

The Annual Meeting was held on January 5, and the following days. The Senate of the University of London held a Reception in the Macmillan Hall, and kindly permitted other meetings to be held in the Senate House and the Institute of Education.

The presidential address was delivered by Dr. T. R. Glover, Public Orator in the University of Cambridge, who chose as his subject " The Purpose of Classical Study." He said that everywhere was to be seen a decline of culture, in the wild tastes in literature, art and architecture, in the lack of background, in still wilder theories of education, and generally in that loss of happiness which is the nemesis of narrowed outlook, distracted taste and loss of belief. The menace to civilization lay not so much in war as in the thoughts and policies of those who might control education and shape spiritual ideals. Emphasis on examinations had led to the worship of merely secondary matters, means rather than ends, and colleges devoted themselves to training specialists ; but literature was a better training than the

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acquisition of means of reading it. If classical teaching had no general outlook, no realization of the life lived and judged by the ancient writers, it might be of no great value in a living age. Those who teach it must not stop short with teaching to construe ; they must be inspired, and then their authors would be alive and would themselves begin talking to the students.

Sir Alfred Zimmern gave an address on the question " Does a Classical Education make for Good Citizenship ? " He had designed a list of questions on current affairs all of which could be answered from Plato and Aristotle, but in the period between them and the revival almost in our own times there had been an almost complete absence of social analysis and social science.

Papers were also read by Prof. E. R. Dodds on the Sophistic movement, by Mr. A. H. McDonald on the literary art of Livy, by Mr. E. M. W. Tillyard on " Milton and the Classics," by Mr. H. D. F. Kitto (Glasgow) on " The Probable Form of Greek Tragedy before a second Actor was introduced by Aeschylus," and by Mr. E. D. Phillips (Exeter) on " Cicero as an Interpreter of Greek Political Thought." An interesting discussion on the need of classics as a key to English literature followed Mr. C. S. Lewis's paper on " English Courses for Universities." At the Institute of Archaeology Mr. H. Mattingly showed on the screen Roman coins illustrating the history of the Republic and Empire, and Mr. J. N. L. Myers read a paper on " Roman Britain, its Problems and Needs."

THE GEOGRAPHICAL ASSOCIATION

The dominant topics discussed centred round planning, town and rural. The presidential address by Prof. Abercrombie dealt with " Geography, the Basis of Planning," and showed how geography by providing the physical data, by describing the historical, present and possible use of the land gave the planner an indispensable foundation on which to build.

To a symposium on " Town and Rural Planning," Dr. Wooldridge contributed a paper on the " Physical Factors," Dr. Willatts a paper on " Present Land Use as a Basis for Planning," and Dr. Pelham a paper on " Building Styles and Planning." One serious gap in the Planning Act was revealed in that it is the business of no one to see that good farm land is not unnecessarily used for town purposes.

Prof. Swinnerton in a delightful lecture showed how the developments in the cultural landscape had analogies in the growth of an organism. Sir John Russell gave an account of his journey with a holiday Le Play group to South Russia and described the present position of farming, some aspects of social life, especially moral and religious. Russia has moved towards Christian morality, has become peace-loving, anxious to improve conditions of life for all and is striving for the same great ends as the English people, if in a different way. All the meetings were well attended, not least those that had to do with teaching.

Prof. Unstead summarized the report on the Classification of World Regions and made suggestions with regard to their use. The work of the British Ship Adoption Society was described by its Secretary, Mr. S. E. Britten, who made it abundantly evident that immense interest was generated in both ships' crews and the schools and that geography teaching is given a great stimulus. The Training College Group is continuing its important investigations into the comprehension of geographical ideas by children. An example of the study of local geography was given by Mr. A. J. Garrett in an account of the Development of North-West London. Mr. Fairgrieve's account of the joint investigation by himself and Dr. Anderson into the reliability of the marking of General School scripts received prolonged discussion. The types of variation from accurate marking were determined statistically as well as by reference to the scripts and suggestions for improvement were made. Perhaps the most striking was that candidates for examinerships should be themselves examined. The Le Play Student Group illustrated its methods of work in the field from expeditions to Slovenia and Thuringia, the leaders of which were Miss Alice Garnett and Mr. N. V. Scarfe.

THE HISTORICAL ASSOCIATION

The thirty-second Annual General Meeting was held at King's College, London, January 4–8, Prof. F. J. C. Hearnshaw, the retiring President, being in the chair. At the business meeting on January 6, Sir Charles Grant Robertson, C.V.O., was elected to succeed Prof. Hearnshaw.

The proceedings opened with a joint meeting of the Association and the Economic History Society, at which Mr. C. S. Orwin opened a discussion on " The Open-Field System." A film illustrating the surviving open fields at Laxton, entitled " A Medieval Village," was afterwards shown. On Wednesday the annual address, on " The New Era in History," was delivered by Mr. Ramsay Muir ; and on Thursday, Admiral Sir Herbert Richmond gave an address on " The Place of Naval History in National History."

A discussion on " The Importance of Medieval Studies in the Teaching of History " was opened by Prof. D. C. Douglas, who directed attention to the tiny number of pupils answering questions on medieval topics in the General Schools Examination of one university : out of some 12,700 history entrants, only fifty-one answered questions relating to the Middle Ages. He went on to say, " A sense of the continuous development running through all parts of English history has in the past been a source of English strength. It has given us a distrust of those abstract theories which so easily claim universal validity ; it has given us a preference for relying rather upon the evidence of precedents eagerly sought. I do suggest, and with some conviction, that the continuous cultivation of medieval studies in this country since the seventeenth century has contributed in no small measure to fostering these qualities in the English character and I suggest further that we can ill afford to dispense with such an influence to-day."

On Saturday morning there was a discussion on " The Place of the Wireless Lesson in History Teaching," introduced by Mr. R. C. Steele, Senior Education Assistant, Central Council for Broadcasting. He said that the broadcast lesson should not be looked on as a substitute for the teacher, and was not a good medium for conveying information. The aim of the lessons could best be judged from (*a*) the dramatic interludes, which were intended to give the " feel " of a period, and (*b*) " History in the Making," which tried to show that contemporary events could be better understood in the light of the past and that history is always in the making. Dr. C. F. Strong (Director of Education for Tottenham) said that teachers should not allow the broadcast lessons to condition their work or build up their syllabuses on what was for them a fortuitous arrangement of lessons ; on the other hand, they should not be led away into saying that they could not fit their syllabus to the broadcast lessons and therefore could not use them ; the series could be selected from to suit each syllabus. Miss F. Axford (Head Mistress of Earlsmead Junior Girls' School, Tottenham) gave a practical account of the use of wireless in her school, stressing the need for adequate preparation, and the value of free discussion after the lesson ; undoubtedly the wireless lessons meant hard work for the teacher, but the general opinion was that the results were worth while.

Mr. M. W. Garside (Principal, N.E. Essex Technical College, Colchester) said that he found the " History in the Making " series invaluable in teaching modern history and contemporary events ; he had been forced by his experience in various schools to agree that it was essential to deal with present-day affairs with school children—they demanded it. The broadcast lessons helped the teacher by giving information which could not easily be acquired elsewhere ; the talks were a corrective to the newspapers ; the speaker sought to give an account of the history which had led up to the topic with which he was dealing, and the children

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found—much to their surprise—that the previous work they had done in history helped them to understand the broadcast talk; they began to get into the habit of tracing history backwards and to realize that history was not just something written in a text-book. In summing up, Mr. Steele said that he thought the wireless lesson had a real contribution to make to education, and he asked teachers to write to the B.B.C. with comments and criticism.

THE MATHEMATICAL ASSOCIATION

The Annual Meeting was held on January 4 and 5 at the Institute of Education. The assembly was overshadowed by the recent untimely death of Prof. L. N. G. Filon, who was the President: but as he had asked his colleague Prof. G. B. Jeffery to read the address he had prepared, it was arranged to carry out the late President's wish. Members were thus able to hear a critical account of "Mass and Weight in Newtonian Mechanics." It was interesting to learn that Newton's complete statement of the conception of mass—not always to be found in text-books—seemed to bear severe examination, and to be far more satisfactory than more recent discussions. The advanced mathematical paper customary at these meetings was a brilliant success. It was a description, illustrated by lantern slides, of the differential analyser machine now working at the University of Manchester, under the direction of the speaker, Prof. D. R. Hartree. Mechanization in mathematics appears to be as significant as mechanization in other social spheres, and the possibilities of this new technique have to be heard to be believed.

A vigorous discussion on the relative values of pure and applied mathematics was opened by Dr. W. G. Bickley, whose experience had been gained in teaching engineering students. It was his opinion, not contradicted by other speakers, that the importance attached at present to pure mathematics was not in the best interests of mathematics as a whole. It was the feeling of the meeting that the teaching of both pure and applied mathematics would be improved if the real applications of the subject were used either as a basis or as illustrations.

The value of reality in the teaching of mathematics was emphasized in the final, and most popular paper of the meeting, a discussion on "Teaching the Complete Duffer" opened by Mr. B. L. Gimson, of Bedales. The speaker began by saying that he had never met a complete duffer. He suggested that duffers were the product of unsympathetic teaching, and that this could be remedied by individual assignments of work based on the applications of mathematics or its curiosities and puzzles. Restoration of interest and of confidence were essential. Mr. F. C. Boon said that if the teaching of below-average pupils were approached in the right way the teacher himself would find his lessons more enjoyable than those with abler pupils. Dr. F. H. Dodd, speaking as a medical psychologist, reminded the meeting that pupils who could do average work in some subjects should be capable of average work in mathematics, and gave most interesting accounts of emotional disturbances, with diagnosis and treatment, that had arisen through ignorant or inappropriate teaching.

THE SCIENCE MASTERS' ASSOCIATION

The Thirty-eighth Annual Meeting was held at Imperial College, London, from January 4 to 7 under the Presidency of Sir Cyril Ashford, K.B.E., C.B., M.V.O.

The programme of the meeting was on traditional lines including lectures from eminent men of science, discussions, exhibitions of books and apparatus, one section of the latter being devoted to apparatus devised and made by the Association's own members. Visits were paid to industrial and chemical works and over 600 members attended.

The meeting opened with the President's address, and this year the occasion was largely of a domestic character as the President was one of the original founders of the Association and its first secretary. In his address, the President contrasted the state of science in the early days of the Association with the conditions to-day, maintaining that the Association had then, and still had, a powerful influence for good on science teaching.

A new feature of the meeting was a lecture by Sir Richard Gregory, Bart., F.R.S. on "Science and Citizenship," being the first of a series of lectures to be given on this topic every other year, and provided by a fund of which the Association has accepted the trusteeship.

The lecturer began by comparing and contrasting the late Lord Rutherford and Prof. H. E. Armstrong, both ex-Presidents of the Association, in their attitudes towards science and science teaching. Both pre-eminent in the world of science, they differed in that Lord Rutherford confined himself in the main to matters of pure research in a sublime field where he stood alone, whilst Prof. Armstrong, casting his net more widely, was interested in a larger field, no inconsiderable part of which was science teaching.

The lecturer maintained that men of science should not allow their citizenship to become subservient to their science, and that the world, brought to its present position largely by the work of the scientist, is in desperate need of further help from scientific workers lest the fruits of knowledge should be perversively rather than beneficially used. It is the duty of scientists to take a larger share of the government or control of the powers it has created.

The first of the two discussions was concerned with the problem of laboratory assistants in schools. Much work has been done by the Association in collecting information on this point and the opinions of the meeting will be incorporated in a report. The meeting insisted that adequate laboratory assistance should be available in all schools, not for any supposed reasons of economy, but on the grounds of efficiency. A school master's job is to teach and the teaching, will be more efficiently carried out if he is relieved from such duties as a qualified assistant can well carry out.

It was further emphasized that the assistant should be thoroughly trained by a suitable course of instruction in the laboratory arts and in this way the danger of the work becoming a blind alley occupation would be greatly diminished.

The second discussion was on "School and University Teaching" but, as usual, the speakers soon found themselves discussing University Scholarship Examinations. The school science teachers maintained that the scholarship examinations were too difficult and too highly specialized, imposing too severe a strain not only on the actual candidates but on the whole course of science teaching in schools. The university teachers asked how scholarship candidates were to be selected, and thus the vicious circle was complete.

THE ROYAL DRAWING SOCIETY

"Drawing as a Natural Language" formed the subject of discussion at a meeting of the Royal Drawing Society held in connexion with the Educational Conference on Friday, January 7.

Mr. T. R. Ablett, who presided, said that the Society was entering on the fiftieth year of its existence, and he claimed that they had rendered good service to art, to education and to the children. In all its work it had sought truth and beauty, aiming at making the future citizens of the country more efficient, more sensitive to the call of beauty and better equipped to find happiness amid the storms and stresses of life.

Mr. P. Griffith maintained that the encouragement of drawing as a natural means of expression in childhood was essential to natural, healthy and efficient development and

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greatly improved the chances of success in any particular vocation.

Miss Hooper, Art Mistress of the City of London School for Girls, remarked that in this time of unrest through which the arts were passing the abandonment of every principle upon which great works of art had been built up appeared to be the *sine quâ non* of modernity. It was a fatal mistake to train children in the passing fashion of the hour for by the time they had grown up the fashion would have long passed away. The fad of to-day already lay on the scrap-heap of to-morrow. The aim should be truthful delineation of what was seen in the world around. In standing for sound craftsmanship the Royal Drawing Society upheld the best traditions of sanity in art. At one time boys sometimes did not receive a full training in drawing, but she hoped that the day was long past when the drawing class was given to the French master because " the French are such an artistic nation."

THE PARENTS' NATIONAL EDUCATIONAL UNION MEETING

There was a good attendance in the Great Hall on the afternoon of January 4, to hear Miss Swann, President of the National Association of Head Teachers, speak on " The Rights of the Child." She spoke of the silent revolution in the schools which had made children eager, not to keep away from, but to remain in school, and of how the child of to-day loved its work and had no need to " cheat " over it.

She emphasized that as the P.N.E.U. stood " for equal opportunities for all " and tried to give these through its programmes of work in every type of school adopting them, so the whole community must ask its conscience whether the *conditions* of education gave all children clean air, sunlight, space, and bodies sufficiently *fed* to benefit by their instruction.

The second speaker, Mrs. King, who works with the Caldecott Community and who was trained at the Charlotte Mason Training College in Ambleside, spoke on teaching as a " Vocation "—the passing on of inspirations. She outlined the professional advantages given by the training, certainty of employment, &c., and spoke of the new era beginning there under a new principal.

Her speech was followed by a brisk discussion on two sides of teaching technique,—which can be and must be *taught*, and " inspiration " which can be and must be *caught*,—and both are necessary in both training colleges and schools.

The chair was taken by the Dean of St. Albans who spoke in his opening words of the gradual permeation of much current educational thought and practice by ideas originally launched by the Union, which is not always given credit for having been the pioneer.

In conclusion the Hon. Mrs. Franklin (the P.N.E.U. honorary organizer) said that the Society's Jubilee would be celebrated on May 11 and 12 by a conference, a service in Christ Church, Westminster, and a dinner at Claridges.

THE FROEBEL SOCIETY AND JUNIOR SCHOOLS ASSOCIATION

The Annual Meeting of the Society was held at University College, London, on January 5. The presidential address was given by Mr. J. H. Badley, Ex-Head Master of Bedales, who took as his subject " The Aim of Education." The following is a brief summary :

There is one striking result of the work of Friedrich Froebel, and those who, like him, have based their educational principles and practice on the psychological development and actual needs of the child, and that is the difference in aim and method to be seen to-day between the kind of education given in the earlier and later stages of school life. There are few things more delightful to see, more full of vigorous life and promise for the future than a nursery school. But when we turn to the secondary school can we escape a feeling of disappointment and depression ? In place of freedom and self-activity we see for the most part routine : in place of discovery and awakening intelligence, a habit of passive acceptance : in place of voluntary co-operation and responsibility, a system that works through competition and enforced obedience. What is the cause of the contrast ? Is it not that in the earlier stages we are thinking first of the powers and needs of the child, while in the later stages we are thinking mainly of economic requirements and of class distinctions, instead of aptitudes, and of a customary mould instead of individual development ? All this we have come to take as a matter of course, in the traditional order of society, with its hierarchy of authority and habit of obedience. But the trend of events, both at home and abroad, is forcing us to face the question : Is this a satisfactory training ? Is this the product that we need ? What, in fact, is it that we want ? What, in a word, is the aim of education ?

Most people would agree that the aim of education was to train for life—but the kind of training it is to give depends on another question, What kind of life is it to train for ?

There are three aspects of life which we must consider in this connexion : the economic aspect, concerned with the earning of one's living : the social aspect, with all that is included in citizenship : and the more personal aspect which is concerned with the development and use of one's powers, the enrichment of the personality and the satisfaction of its needs.

Purely vocational training lies outside the scope of the present discussion : education for intelligent citizenship should be encouraged by every means at our disposal : but it is the education of the individual that is of the greatest importance. Whatever the use to be made of them, each individual should have full opportunity to develop his powers of body, mind and spirit to the utmost that is possible for him.

The school course, therefore, must not be confined to " bread and butter " subjects, even with " civics " thrown in, but must include the elements of general culture, with time for the practice of the arts, and for enjoyment of literature.

THE LING PHYSICAL EDUCATION ASSOCIATION

An important feature of the Vacation Course of the Ling Physical Education Association was the open lecture given by Mr. Kenneth Lindsay at University College. The Parliamentary Secretary to the Board of Education paid tribute to the scientific principles of Ling and his Swedish gymnastics, and, in reviewing physical education in the past and its possibilities in the future, prophesied the realization of the British ideal of physical fitness, associated with exercise, games and sport, essentially non-militant, throughout the Empire, during the next twenty-five years.

Dr. W. P. Alexander, Director of Education for Margate, addressing the Association at St. Paul's Girls' School, where the remainder of the Course was held, dealt with " The Scope of Physical Education," advocating that it should be regarded as an integral part of education as a whole, and emphasizing the value of bodily and mental poise in the development of the " balanced personality." Dr. Dora Cadman, L.C.C., gave a series of lectures dealing with " Health and Accident Problems confronting the Teacher," while Dr. Doris Odlum, of the Elizabeth Garrett Anderson Hospital, gave much practical advice on " The Problems of Adolescence " from a psychological as well as from a physiological standpoint.

Major A. H. Gem, Organizer, L.C.C., reviewed the modern

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trend of physical training and the work in schools in a lecture entitled " Whither ? ", while illustrations of such work in infant schools were arranged by Miss Grant Clark, Physical Training Organizer, L.C.C., and demonstrations given of gymnastics in technical schools, of " Medicine-Ball " exercises, and of Russian, Polish and Hungarian dances.

Practical classes in gymnastics, dancing, keep-fit and other recreative work were taken by Miss Read, of the Bedford Physical Training College, Miss Wingrave, of the Imperial Society of Teachers of Dancing, and representatives of the Central Council of Recreative Physical Training, the National Council of Girls' Clubs and the Scottish Keep-Fit Movement.

Miss Fountain, Principal of Chelsea College of Physical Education, in her presidential address, referred to the formation of the National Fitness Council, of which the Secretary of the Association, Miss Spafford, is a member, and to the Government schemes for the future, while she made special mention of the awarding of the O.B.E. to Miss Colson, a member of the Association, for her services as Organizing Secretary of the Central Council of Recreative Physical Training.

Reviews

Great Athenian Dramatists

Studies and Diversions in Greek Literature

By Prof. M. MacGregor. (12s. 6d. net. Arnold.)

Friends of the late Prof. MacGregor have done well to issue this volume of collected essays, which, alike in scholarship and critical insight, is far above the average. It consists of eight chapters, the first being largely devoted to the *Persai* of Aeschylus, the second to the *Oresteia*, while the next three chapters contain a very careful investigation of the *Antigone*, *Electra* and *Trachiniae* of Sophocles. So that more than half the book deals with the two great Athenian dramatists. We could wish that the professor, in his pages on the *Electra*, had compared it fully with the Euripidean play on the same subject, for, as always, comparison is the soul of criticism. In chapter vi (entitled, " Lines of Communication ") we are given a pretty full, and often lively, account of the little read *Letters* of Alciphron ; and it is good to have a selection from these letters, as they afford us instructive information on Greek social life and manners (bad manners, sometimes) during the period of the New Comedy. Alciphron has many affinities with Menander, of whose comedies we now possess considerable fragments, thanks to recent discoveries. We next pass on to chapter vii (" Greece in its anecdotage ") ; here we have a number of interesting extracts from another half-forgotten writer, Aelian ; many of these extracts remind us, in some ways, of the gossip—oftentimes the invaluable gossip—of Diogenes Laertius. The closing chapter (" Morsels for Momus," *i.e.* the Spirit of Mockery) includes a number of renderings from the Greek Anthology. The particular epigrams selected are keen enough in flavour, and pointed in their wit, but too frequently strike the reader as a trifle cheap. Prof. MacGregor picks out the little epigram by Callimachus on Nicoteles as one of the finest ; unfortunately, he does not give the distich in full, so we shall supply the omission, for the benefit of readers to whom it may be unknown.

Δωδεκετῆ τὸν παῖδα πατὴρ ἀπέθηκε Φιλιππος
ἔνθαδε, τὴν πολλὴν ἐλπίδα, Νικοτέλην

The late Hugh Macnaghten renders it thus :

" Philip, a father, here laid down his one,
His many hopes—Victor, aged twelve, his son."

Stark realism, restrained emotion, faultless execution—all are here : can you better it ?

The professor's interpretation of the *Oresteia* is admirable. How right he is to protest against treating the three plays as separate dramas, instead of forming (as they do) one great tragic performance ! Kennedy noted this half a century ago. In " A pendant to Prometheus " (chapter ii), another good point is made. Who is the " hero " of the drama ? Not Zeus, nor Chytaemnestra, nor Orestes, but Zeus himself. Scarcely less striking is his analysis of the *Electra*, in the course of which he deals a shrewd blow or two at Jebb's interpretation of certain passages. Rightly so, we believe.

The only fault we have to find with this volume is that the numerous footnotes—many of them containing quotations from Aristotle—are left untranslated.

The Development of Public Education

The Silent Social Revolution : an Account of the Expansion of Public Education in England and Wales, 1895-1935

By G. A. N. Lowndes. (6s. net. Oxford University Press.)

The author of this book set himself the task, or perhaps we should say embarked upon the joyous adventure, of producing something not quite so solemn, and not quite so exhaustive, as most of the existing books on the same theme. He has tried to bring the blue books to life, to use their statistics as a record of social progress, and not (in the delightful phrase which he quotes from Andrew Lang) as a drunken man uses lamp-posts—for support rather than for illumination. His attempt has, in our judgment, proved a success. He has written an interesting book on a subject which some people had almost come to regard as inevitably dull, and though his style is lively he never yields to the temptation of forcing the epigrammatic note. He starts with the dismal period (as we regard it) of payment by results, and describes the " state " of elementary and the " plight " of secondary education in 1895, the beginning of his chosen period. He proceeds in the main part of the book to deal with the development of secondary, elementary and technical education, and he adds a valuable chapter on the special services of education. The heading of the final chapter is identical with the title of the book, and it emphasizes the author's intention to bring out the part played by the schools in what he aptly calls the silent social revolution.

We feel moved to add that we do not accept the author's partial defence of " payment by results." We do not believe that the " impartial rigours " of that system were

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the best way of dealing even with the horrors of child life in the slums, not to speak of the vast majority of respectable poor in town and country. On this point, the blue-book reports of the inspectors have to be used with discrimination. Those were the days of patronage appointments, and the inspectors were a mixed body. Their reports are a mine of information, not only about the schools, but also, though they did not mean it, about the inspectors themselves. The reports are a curious mixture of sympathy and hardness, of wisdom and stupidity.

Life in Victorian Times

Victorian Panorama

By PETER QUENNELL. (7s. 6d. net. Batsford.)

This cheery survey of Life and Fashion from Contemporary Photographs, will nevertheless be to some of our senior readers a sad reminder of the flight of time. The first chapter is an understandable summary of the beginnings of photography. Herein will be found some of Octavius Hill's best work, the photograph of Dr. Mackenzie being outstanding. "Victorian London" will interest those familiar with Mayhew's *London Labour and the London Poor.* The curious trade of Pure-Finder, rightly described by Mr. Quennell as "nauseous," see page 25, persisted, however, into the early nineties.

"Victorian Family Life," with its own ideas on marriage, as on many other things, is followed by the "discordant sounds" of the unsavoury Low Life of the period. Yet the author's judicious pen makes very good reading. The chapter on "Victorian Characters," including Cardinal Newman, Disraeli, Dickens, Gladstone, Edward Sothern, Tennyson, Thackeray and the like, deplores the distinctive appearance of the various professions being now merged into the huge standardized monotony of modern life. The pages on the "Victorian Stage," including the decline of the penny gaff and the rise of the pernicious "star" system, are embellished with portraits of great performers, of intense interest. Here Marie Lloyd, Lottie Collins, Nellie Farren, Fred Leslie, Arthur Roberts and T. P. Cook rub shoulders with Patti, Titiens and Mario. Here will be found also the shapely Zazel (the human cannon-ball) whose sensational exploits nearly scared to death the present writer in the 'seventies. There are omissions, naturally, as the Conquests, father and sons, the Hanlon Voltas, though there is a picture of an unnamed "daring young man on the flying trapeze," and Little Tich. One thing is quite clear, that the present generation has no conception of the real ability, hard work and poor pay, of the giants who contributed to the gaiety of nations in Victorian days.

"Fashion and Taste" are dealt with tactfully, the "errors of poetic judgment" are touched upon gently, the extraordinary bad taste of some of the exhibits at the Great Exhibition of 1851 are lightly passed over, yet withal the book, a mine of interesting information, is well worth its price. Octogenarians will find therein many texts for their sermons on the "good old days" and the somewhat younger folk much to chuckle over. Messrs. Batsford have produced the book in first-class style.

Introducing Mathematics

Introduction to Mathematics: a Survey Emphasizing Mathematical Ideas and their Relations to other Fields of Knowledge

By H. R. COOLEY, D. GANS, M. KLINE and H. E. WAHLERT. (10s. 6d. net. Harrap.)

This seems to be a really valuable book. It is well written and illustrated, substantially bound, and surprisingly cheap. In scope one might place it midway between Whitehead's classic *Introduction* and Prof. Hogben's *Mathematics for the Million.* It has the diagrams and plates and the applications of mathematics in real life that were so prominent in the latter book, with the strong foundation of general theory that was characteristic of the former.

The authors are four members of the mathematical department of a college at New York University, and they have felt that students who use mathematics in their study of other sciences might be interested in learning something of the history, structure, concepts and aesthetic value of the subject. Courses of lectures were planned, and consolidated in this book. The sub-title is an exact description of the book, but it does not reveal the careful association of theory and application which are its distinguishing feature. For example, in the opening survey of numbers, axioms, algebra and geometry, we meet the applications to navigation, to astronomy, to mechanics, co-ordinate systems, curves and geometry of more than three dimensions. Then come two interesting sections based on the concepts of function and limit. The function section is excellent. It contains the usual discussion of graphs and algebraic and other functions but includes much else; for example, the use of functions in statistics, economics, prediction, aesthetics. Two beautiful illustrations are Pearl's law of growth for the population of the U.S.A., and Jevon's formula for predicting the price of grain. The limit section discusses sequences, rates of change, and the use of limits in defining concepts. The final part of the book is ambitious. The authors believe that it will not be too difficult for college freshmen—and it is interesting to speculate on the comparative standards for freshmen in America and in this country, because little in this part should trouble a university undergraduate over here. It consists of discussions on some topics in modern mathematics—infinite classes, non-euclidean geometry, relativity, and the nature of mathematics itself.

Surveys of mathematics are not common in this country, and the most recent production has been a great success. This volume is less popular but it deserves to be known widely. As one purpose of a review such as this is the dissemination of general knowledge of mathematics, may we associate with this volume another which also comes from America—*Men of Mathematics*, by E. T. Bell (Gollancz, 12s. 6d.). These two books should be available in every school mathematical library.

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Minor Notices

Art and Handicrafts

Design in Daily Life

By A. BERTRAM. (3s. net. Methuen.)

If one has listened to the broadcast talks by Anthony Bertram on " Design in Everyday Things," this little book will naturally make its appeal, particularly if those talks revealed any strong points of difference of opinion. It is a well-written book, eminently readable, but bristling with argument and often provocative. It is the kind of book which would make an ideal subject for an art club's debating society, where its matter would provide scope for the extremist of any cult and equally so for the mind of moderate views. The quotations are apt and well chosen, the bibliography is exceedingly useful, and the illustrations if somewhat sketchy suit the case admirably.

Practical Craftwork Design

By WINIFRED M. CLARKE. (7s. 6d. net. Batsford.)

Practical Craftwork Design as a title scarcely seems to fit this book. It seems to demand something more distinctive, for as a guide to leather work, raffia work, felt work and glove making it is sound from beginning to end Materials and methods of work are fully explained and illustrated, and there sould be no danger of even a beginner going astray if the instructions are carefully followed. It is a book which when known should command a good sale.

African Arts and Crafts : Their Development in the School

By MARGARET TROWELL. (6s. 6d. Longmans.)

This book should prove of special interest to the teacher of arts and crafts, even though it deals entirely with African work. Its title may not attract general attention, but it has only to become known to be much appreciated. The writer gives first-hand information, and gives it in a very readable form together with profuse illustrations, and the whole work is rich in suggestion.

Woodwork : an Introductory Historical Survey

By D. SMITH. (Practical Craftwork Readers : No. 1.) (4s. 6d. net. Batsford.)

Unusual, is perhaps the most fitting word to apply to this book, but one would hasten to add, fascinating also. It deals with one medium (wood), hence the title, and it tells the life-story of some of the more important kinds of furniture and their development through the ages. It is evidence of wide study and careful observation. The text is interesting and the illustrations are not only well chosen but reproduced very satisfactorily.

Craft Work-and-Play Things : a Handy Book for Beginners

By A. N. HALL. (8s. 6d. Werner Laurie.)

A boy, if he is normal, will often want to make things. He may not actually know what he wants to make, nor will he be able to explain the urge within him, while you feel quite unable to help him. Give him a copy of *Craft Work-and-Play Things* and your problem will be solved, or at least the solution will be in sight. The book is for just that type of boy. It is written in language a boy can readily understand ; its instructions are easy to follow ; and its illustrations are calculated to fire any boy with enthusiasm. The writer is to be congratulated on a production which should prove to be a boon to the rising generation as well as to the harassed parent.

Biography

From One Century to Another : the Reminiscences of Elizabeth S. Haldane

(12s. 6d. net. MacLehose.)

As we write these words we reflect sadly that Miss Haldane lived only just long enough to complete this volume, based upon a diary kept during a period of several decades. The narrative covers the years from 1862 to 1914, and is divided into five decades and the last two years. She belonged to a distinguished family and in her own way quite upheld the standard set by her brothers. She was in a position to know all sorts and conditions of people, and to have an intimate knowledge of some of the public events and some of the greatest personalities of her time. The narrative forms a most interesting personal comment on social changes and political happenings, especially in the later chapters. In the earlier chapters we hear *inter alia* of the nurseries and the school examinations of the 1860's, the Education Act of 1870, and of Toynbee Hall and The People's Palace in the 1880's. It is a pleasure to read Miss Haldane's recollections, and the pleasure is enhanced by a large number of photographic illustrations.

The Dauphin

By J. B. MORTON. (12s. 6d. net. Longmans.)

Mr. J. B. Morton's previous studies of the French Revolution well qualified him to deal with the mystery of the Dauphin, son of Louis XVI and Marie-Antoinette, who disappeared from the scene of history, at the age of ten, in June, 1795. With great skill, and in excellent literary style, Mr. Morton tells the authentic story of the poor boy's brief and tragic career ; exposes the baseless legends of his escape from imprisonment ; and explodes the claims of four impostors who later rose successively to impersonate the unhappy little prince. As an exciting and true detective story this notable book can be cordially commended.

Helen's Tower

By H. NICOLSON. (15s. net. Constable.)

Mr. Harold Nicolson is a writer of great distinction, and beneath the " banner with the strange device " of " Helen's Tower " he presents us with a remarkable combination of biography, autobiography and history. The biography centres round the later part of the career of that eminent statesman and diplomat, Mr. Nicolson's uncle, the first Marquis of Dufferin and Ava, who died in 1902. He it was who, as a monument to his mother, built " Helen's Tower " on his Irish estate in 1861. The closing years of Lord Dufferin's life were the opening years of Mr. Nicolson's own career, and he gives us a vivid picture of his own doings and sufferings from his sixth birthday to his sixteenth (1892–1902). This enables him, incidentally, to sketch in memorable outline the leading features of that notable period of transition which saw the end of the Victorian dictatorship of the Middle class and the inauguration of the twentieth century dictatorship of the Proletariat, of whom Mr. Nicolson himself is one of the leaders. This volume is in every way a notable one, and it is obviously only the first of a series which may, if all goes well, extend from here to Mesopotamy.

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Classics

Jabberwocky, Etc.

(More English Rhymes with Latin Renderings.) By H. D. WATSON. (4s. 6d. Oxford: Blackwell.)

The time-honoured craft of writing verses—original or by way of translation—in Greek or Latin has, of late years, tended to fall into desuetude. But occasionally we are presented with some pleasing attempts to keep the old practice in being. So let us welcome Mr. Watson's charmingly printed little volume, which includes three of the best known of Lewis Carroll's poems from one or other of the two *Alices*, together with some other pieces, such as Bowen's schoolsongs, all being neatly and sometimes felicitously rendered into elegiacs or lyrics. Perhaps—apart from *Jabberwocky*, *Old Father William* and *The Walrus and the Carpenter*, which are in the nature of *tours de force*, the most attractive thing in the book is the translation into Alcaics of a fine poem (a war hymn) entitled *The Supreme Sacrifice*. Mr. Watson here fully rises to the occasion, and his version is admirably done. There is a pleasant touch of humour about p. 65, where the Editor of *The Times* is addressed, and his reply given (both bits in elegiac measure). In more than one piece the author's political opinions are not obscurely indicated. The poem on a faithful sheep-dog is charming alike in the English original and in the accompanying translation.

Selected Letters of Pliny

Edited by Prof. H. MCNEILL POTEAT. (3s. Heath.)

There are already several books of "selections" from the letters of the younger Pliny, but we doubt if there is a better one than this. Prof. Poteat has given us a most representative collection, including, of course, the famous letter on the Christians (addressed to the Emperor Trajan), and the equally famous account of the great eruption of Vesuvius, which brought about the death of Pliny's uncle—known as the Elder Pliny. Oddly enough, the Professor omits the letter on the sources of the Clitumnus (viii. 8) one of the happiest of the author's efforts. The notes, which are printed at the foot of the page, are, as the editor intended them to be, interesting as well as informative, and he wisely avoids indulging in that "incurable passion for citing parallel passages" (often in the shape of mere references, which students will never look up). Where authors are quoted, their language and thought are given. But the commentary, useful as it is, appears to us to be too long; it would have gained by compression. What is the use of introducing into notes matter that can so readily be found in any respectable lexicon, or in the pages of a classical dictionary? The would-be "jocosities," tagged by the editor to some of his notes, could be spared without any sense of loss. The introduction is confined to a single page; here is jejuneness indeed! The indexes are useful, but would be still more so if made more complete. The Professor prints a short list of some modern (English) editions of the Letters, but does not mention Mayor's edition of Book III or Duff's of Book VI. He should not, when indicating translations of the Letters, have chosen Melmoth's eighteenth century version; J. D. Lewis' is a far better one. But these are trifling defects; the book, as a whole, is quite good.

Economics

Economics

By Prof. F. R. FAIRCHILD, Prof. E. S. FURNISS, and Prof. N. S. BUCK. (12s. 6d. net. New York: Macmillan.)

This is a shorter edition, in a single volume of nearly 700 pages, of the two-volume *Elementary Economics* by three Yale professors which we reviewed here last April. "As regards purpose, balance of topics, plan, and style, the two books are generally alike."

Some Modern Business Problems: a Series of Studies

By F. BROWN, R. S. EDWARDS, F. W. PAISH, S. W. ROWLAND, R. M. SHONE, P. A. WILSON, and A. PLANT (Editor). (7s. 6d. net. Longmans.)

These twelve essays "originated in a series of public lectures to audiences of business people who gathered together in the evenings at the London School of Economics during the winter months of 1936–7." Their authors are members of the Department of Business Administration in the School of Economics, but "each of them has had the advantage at one time or another of personal experience either in business or in one of the professions." Consequently, their studies should be of great value to the serious and progressive business man as well as to the academic student. The subjects dealt with range from difficult financial matters like cost accounting, forecasting foreign trade, the measurement of profit, and movements in interest rates, to the more human aspects of business—market research, the measurement of output and efficiency, and the distribution of proprietary articles.

Modern Money

By MYRA CURTIS and H. TOWNSHEND. (5s. net. Harrap.)

There was real need for a book of this kind, midway in scope and treatment between the very elementary and the advanced, and the two Cambridge authors of this excellent volume have done their work to admiration. Their subject is "money as it exists in Great Britain and the United States," and they have treated it with "no algebra or geometry and as few technical or specialized terms as possible." They might also have added, "with no axe to grind." The result is a book of great value to students. entirely objective and scientific, and yet readable and not too difficult. At the same time it does not attain a false simplicity by shirking the more difficult parts of what is bound to be a complicated subject. The authors admit their adherence to "the school of thought associated with the name of Mr. J. M. Keynes," though they differ from him on the relation between savings and investment. We warmly commend the book to teachers and students. There is a list of books for further reading, and useful statistical appendices to each chapter.

Business Economics

By A. R. RICHARDSON. Part 2: Second and Third Year Course. (3s. 6d. net. Macdonald & Evans.)

Part I of this book was commended here in May, 1936, and this continuation is well up to the standard of its predecessor. The author has spared no pains to make it a valuable text-book

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English, Poetry and Drama

The Miracle of Haworth : a Brontë Study

By W. B. WHITE. (12s. 6d. net. University of London Press.)

The title is well chosen, for the life story of the Brontë family is a more fascinating study than fiction could be. Mr. White approaches his task in a very independent —almost iconoclastic—mood, and throws new light on one of the most intriguing problems of nineteenth-century literary history. He finds new heroes (and new villains) for the story. His vindication of the Rev. Patrick Brontë and of M. Héger carries conviction. He examines afresh the life in the family circle at Haworth, and the influence of Haworth itself on the lives of the three sisters. Nor does he hesitate to draw his own conclusions and to express his own views. He regards *Villette* as Charlotte's "greatest work, the highest expression of her genius." Emily was "the most wonderful of the sisters"; she was certainly the most reticent. Mr. White is convinced that Emily's passionate love poems, and the immortal story of Heathcliff and Cathy Earnshaw could not have been written by one who had not herself experienced a great passion. He has an explanation to offer. The book will be welcomed by all admirers of the Brontë sisters.

1. A Book of Many Things

By C. B. RUTLEY.

2. A Tale of Two Cities

By CHARLES DICKENS.

3. Wireless in Toytown

By S. G. H. BEAMAN.

4. Westward Ho !

By CHARLES KINGSLEY.

(The Laurel and Gold Series, Vols. 62–65.) (1s. each. Collins.)

These are the four latest additions to the admirable Laurel and Gold series. The two abridged classics are very good value at the price. Mr. Rutley's book contains twenty-one pieces of prose in which he deals in a most attractive way mainly with stories derived from natural history and from elementary science. It is a volume of varied interest, a stimulating introduction to general knowledge. *Wireless in Toytown* contains six narratives, with illustrations : it ought to be a very popular volume with children from 10 to 12 years.

Words at Work

By C. H. SAVAGE. (2s. Pitman.)

This is intended for children of about 11 years, to give pupils of that age their first experience of functional grammar. Both style and subject matter are well adapted for that purpose.

1. The Imaginary Eye-Witness

Edited by C. H. LOCKITT. (2s. 6d. net. Longmans.)

2. Youth at the Helm

Selected and Edited by A. J. MERSON. (2s. 6d. net. Longmans.)

These are re-issues, in a very attractive library form, of two volumes that appeared earlier in the year in Longmans' *Heritage of Literature* Series. Mr. Lockitt's book contains extracts from seventeen historical novels, and Mr. Merson has chosen passages from twelve books that narrate the exploits of youth. Both books deserve a place in any school library and should tempt many young readers to explore further the books from which these selections have been made.

Talks to Beginning Teachers of English

By DOROTHY DAKIN. (8s. 6d. net. Heath.)

Although the author has addressed her book definitely to young, inexperienced teachers, some of the abundant suggestions she offers ought to appeal to the more experienced teacher. The book is based on her own experience in schools and in the State College of Washington.

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1. Harrap's Senior Dramatic Readers

By A. E. M. BAYLISS. Book 1. (2s. 6d. Harrap.)

2. Puff's Masterpiece

Arranged from R. B. Sheridan's "The Critic," by NORA RATCLIFF.

3. Kind Hearts and Coronets and The Castaways

By E. F. WATLING.

(1) Here are nineteen varied, always living, often witty plays adapted from ballads, poems and stories. "Saving the Moon" is a delightful Chinese sketch in which a terrific final bang of fire-crackers coincides with and is believed to have caused the end of an eclipse of the moon. "The Border Wonderful" deals with the first successful step, at the age of 7, in Andrea del Sarto's career. The Rip van Winkle illustrations are markedly good. (2) *Puff's Masterpiece* is a clever adaptation and abridgment of Sheridan's last comedy, "The Critic," Acts II and III having been condensed into one. Even if the actors were unskilled amateurs, so long as the speeches could be clearly heard this little play could not fail of its effect. (3) The same is true of *Kind Hearts*, shortened from *The Heir at Law* of George Colman the younger, but it cannot be predicted of *The Castaways*, though this, too, might succeed, if played, as suggested, with portentous solemnity as a burlesque.

Fanny Keats

By MARIE ADAMI. (10s. 6d. net. Murray.)

Fanny Keats was born in 1803, a few months before the death of her father. She was only 17 when her brother John left England for Italy, where he died a few months later. In 1826 she married, and seven years later her husband returned to Spain. Fanny went with him and for the rest of her life (she died in 1889) she did not return to England. Hence she cannot have had much influence on John Keats. But the book provides an interesting background for a study of the poet's life, particularly in the early years.

The Voice of One : World Lyrics

By H. H. JOHNSON. (2s. 6d. net. Oxford : Blackwell.)

The sixth volume is still to come. This, the eighth, contains some sonnets, and several poems are reprints from the old *Daily News*, *Morning Post* and *Punch*.

Introductory Exercises in Comprehension : an Aid to the Appreciation of English

By A. E. M. BAYLISS. (1s. Harrap.)

As its predecessor has been so successful, it can scarcely be doubted that this preliminary work, on the same lines, will meet with equal success.

Scholarships in Music.—The Royal Academy of Music, York Gate, Marylebone Road, London, N.W. 1, has published entry forms and particulars of scholarships tenable at the Academy as from September, 1938. The last day for receiving entries is March 14 and the examinations will be held in early April.

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Geography

The World of Man

Edited by C. C. CARTER. Book I. First Studies from Great Britain. By C. C. CARTER and C. A. SIMPSON. (2s. 9d. Christophers.)

This contains simple studies of the physical and human foundations of geography as illustrated in Great Britain. A pleasing feature of the book is the attention given to the physical bases of human geography. Although the treatment is not regional the book contains all the material required in a first study of the Homeland.

Harrap's Modern School Atlas

Edited by J. BARTHOLOMEW and H. ALNWICK. (4s. 6d. Harrap.)

This atlas contains sixty-four pages of maps and is small enough to be carried in a school satchel. Although in some cases a magnifying glass is needed to decipher their details, the maps are accurate and beautifully coloured. Several of the world maps, including those showing the structural regions and the distribution of commodities, will be found useful in preparing classes for examinations in commercial geography. The economic maps of industrial Europe, and the British Isles, and Dominions may be used for more detailed studies of the continents.

Exercises in Modern Geography

By A. W. COYSH and D. M. HUNT. Book IV. Europe. (1s. University Tutorial Press.)

These are suitable for individual work in forms preparing for examinations of school certificate standard. The maps are clear and the questions cover the most important features of European geography.

An Introduction to the Study of Map Projections

By J. A. STEERS. Fourth Edition, Revised and Enlarged. (8s. 6d. net. University of London Press.)

This excellent book is designed for the use of students whose knowledge of mathematics has not passed the stage of elementary trigonometry. The first part deals with simple cases and the second part with more difficult types, including some new and unusual projections, such as the Oblique Mollweide.

1. A Map Book of the British Isles for School Certificate Forms

By A. FERRIDAY. (1s. 6d. Macmillan.)

2. The British Isles

By A. R. B. SIMPSON. (2s. Bell.)

3. A Picture Atlas of the Birtish Isles

By H. ALNWICK. (5s. net. Harrap.)

Both (1) and (3) are designed to cover the requirements of the School Certificate Examination. They are accurate and up to date. (3) is illustrated by carefully selected pictures and sketch maps. (1) consists entirely of sketch maps with explanatory notes. Both contain sufficient material for a year's work, but (1) may also be used for rapid pre-examination revision. (2) is a delightful book, suitable for the amusement and instruction of children of all ages. Pictures illustrating characteristic activities and events are shown in a series of maps of the principal sub-regions of the British Isles. Although the pictures are drawn in the manner of Walt Disney, the silhouettes embody a new idea in geographical illustration. The key which forms the second part of the book directs attention to the "high-spots" of the regions portrayed, but even in the text the author cannot resist the temptation to fill the centre of the columns with thumb-nail sketches. These portray geographical conditions accurately, but are, nevertheless, extremely funny. The strip cartoon which accompanies the description of the Irish dairy industry might easily be used as the "plot" of a Silly Symphony.

The Spirit of Paris

By P. COHEN-PORTHEIM. (7s. 6d net. Batsford.)

Legends die hard, but this brilliant description of the many facets of Parisian life should do much to dispel the illusion that Paris is characteristically a home of pleasure and vice. Its history began when Roman engineers used Île de la Cité to bridge the Seine. The beautiful Gothic buildings, which remain as monuments of the influence of Northern culture during the middle ages, blend harmoniously with the spacious gardens which surround the hotels of the Renaissance. Classical influence dominates the general lay-out of the modern city, but many districts retain the atmosphere of the French provincial town, and the author, a German, is able to show how these little towns within Paris have helped it to retain its individuality in every phase of its transformation into the great world city in which the people of Northern and Southern Europe meet on equal terms and where Americans of all races may feel at home. The book contains many unusual illustrations which will help visitors to see the real Paris.

The Physical Basis of Geography: an Outline of Geomorphology

By Dr. S. W. WOOLDRIDGE and R. S. MORGAN. (12s. 6d. net. Longmans.)

Intended primarily for the use of students reading for an honours degree in geography this clearly-written and up-to-date text-book fills a gap in geographical literature and may be commended as a valuable addition to the teachers' reference library. It also contains an excellent bibliography for the guidance of advanced students.

Great Britain and Ireland

By Dr. E. M. SANDERS. (Cloth boards, 2s. 6d. Manilla covers, 2s. Philip.)

Although the arrangement of the essentials of homeland geography is systematic, the maps, pictures and text are set out in a manner suited to the needs of pupils between the ages of 10 and 14. Each section ends with problems the solution of which will induce the pupils to seek fuller sources of information.

Canadian Geographical Journal

August, 1937. Vol. XV. No. 2. (1s. 6d. Philip.)

This contains a review of Canadian export trade, an account of the opening up of the air route between Edmonton and White Horse and thence to the Yukon, and of the development of Toronto harbour. The maps and photo-illustrations throughout are excellent.

Exercises in Modern Geography

By A. W. COYSH and D. M. HUNT. Book V: North America. (1s. University Tutorial Press.)

This book follows the methods employed in the sets of exercises previously published. The maps and pictures are suited to the needs of pupils making a detailed study of North America.

Philip's Smaller Outline Wall Map: British Isles

(4d. Philip.)

This blank map showing the counties is on the scale of one inch equals twenty-four miles and will prove useful in the preparation of special distribution maps for class demonstration.

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History

The Mayflower Histories

By T. KELLY. Junior Book IV: Heroes of Modern Times. (2s. 3d. Chambers.)

A series of some three-dozen brief biographies beginning with Christopher Columbus and ending with Marconi.

Practical Citizenship : an Introduction to Government in the British Empire

By T. CHADWICK. (2s. 6d. Warne.)

A brief, well-arranged and competent outline of civics for senior and central schools. Some of the most effective chapters, *e.g.* those dealing with elections, are presented in dramatic form.

Everyday Life in Roman Britain

Written and Illustrated by MARJORIE and C. H. B. QUENNELL. (The Everyday Life Series—III.) Second Edition, Revised and Enlarged. (5s. net. Batsford.)

A new edition of this charming and brilliantly illustrated book originally published in 1924.

Living History

By E. LUCIA TURNBULL. Book 1 : From the Stone Age to Roman Times. Book 2 : The Middle Ages. (2s. each. Methuen.)

These little volumes are not text-books. They are dramatic in form and largely imaginative in substance. They are intended to vivify the dry bones of history by presenting ideal scenes representative of bygone days. The first volume contains eight sketches extending from the Stone Age to the days of Julius Caesar. The second covers in ten sketches the period from St. Augustine to St. Joan of Arc. Wide knowledge and extreme care are evident on every page of these attractive booklets.

Invertebrate Spain

By J. ORTEGA Y GASSET. (7s. 6d. net. Allen & Unwin.)

This remarkable volume by Signor José Ortega y Gasset, the famous author of *El Espectador*, consists of a series of essays originally published in the periodical *El Sol*. Their appearance extended over some fifteen years (1920–34) and they deal with a variety of themes. Their main subject is, as the title suggests, the causes of the weakness and disintegration of Spain ; but the author recognizes, and tells us in his preface, that the ills from which Spain suffers are common, though in less aggravated form, to Europe as a whole. Hence his book is one of general interest. It has been well translated from Spanish into American English by Miss Mildred Adams.

The Invasion of China by the Western World

By E. R. HUGHES. (15s. net. Black.)

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About Firemen

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The Mind of the Ancient World : a Consideration of Pliny's " Natural History "

By H. N. WETHERED. (12s. 6d. net. Longmans.)

This book gives a fairly comprehensive view of Pliny's immense work, mainly by means of extracts from a rare Elizabethan translation. The author has modernized the language where necessary without losing the flavour and atmosphere of this translation, which is admirably suited to the original. It is a delightful book to dip into ; Pliny's passion for information has preserved for us the best of Greek science, that strange mixture of knowledge and speculation, and any one with a taste for curious and imaginative learning will enjoy this attractive presentation of the *Natural History*.

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By Dr. E. M. Stoddart. (1s. 6d. Heinemann.)

This book is of the standard required for Intermediate and General B.Sc. examinations, but is intended mainly for students working under the supervision of a teacher. It contains no theory or equations, and there is no obvious reason for its existence.

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By J. W. Friend and J. Feibleman. (7s. 6d. net. Allen & Unwin.)

The number of books written to explain the real nature of science is so great as to daunt the boldest inquirer; and if he takes his courage in both hands, and advances to the attack, he finds so many different interpretations that he can scarcely avoid bewilderment. We suggest, as an alternative to the reading of many books on the subject, the reading many times of this single book by Messrs. Friend and Feibleman; for here, within the narrow limits of a couple of hundred pages, there is some of the most clear, sensible and forcible reasoning on the meaning of science that we have ever had the good fortune to discover. Rejecting the views of both the "idealists" (like Jeans and Eddington) and the "positivists" (like Carnap and Bridgman), the authors maintain that the so-called "concepts" of science are actually not concepts but independent facts. If this is so—and the arguments carry conviction—then we may agree with the conclusion that science is the entire effort of man to acquire knowledge of the abstract world of independent real functions, which are the invariant conditions of existence.

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Modern Languages

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The MARCH, 1938

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XIV.—LATER PREHISTORIC TIMES

THE ANCIENT EAST

By E. N. FALLAIZE, formerly Hon. Secretary of the Royal Anthropological Society

IN later prehistoric and protohistoric times the evidence of archaeology is reinforced by tradition. This depicts, in tales of gods and men, the heroes, life, manners, customs, and beliefs from historic times back to the Iron Age and, in some instances, perhaps, the Bronze Age, with a fidelity and force that is beyond the reach of any archaeological interpretation of the relics of material culture, or the most meticulously documented fictional reconstruction. No doubt modification has been introduced in the process of handing down tradition and committing it to writing; but for this allowance must be made. In some few instances the obscure character of the record calls for an amount of commentary, which makes such a source unsuited for general reading. Of such, perhaps, is the Chinese *Tsu King*, annals of the emperors, which claim to record back to 2800 B.C., and the Vedic literature of the invasion of India by the Arya at about 1500 B.C.; but the *Mahabharata*, the *Ramayana* (which have achieved "Everyman"), and the stories of the Buddha are less open to this objection.

In the Bible we have a remarkably graphic and circumstantial account of the ultimate settlement of a nomad pastoral people among agriculturists, and their welding into a national kingdom of inter-imperial importance. It affords side glimpses of surrounding peoples and religions, as well as of Empires. Of these last, Egypt is pictured more intimately, and from the native point of view, at various epochs in the Egyptian folk-tales collected by Flinders Petrie and G. Maspéro. The Homeric poems, which in the translation of Leaf and Lang retain much of their authentic spirit, while

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depicting Iron Age society in Hellas and Asia Minor, afford glimpses of the earlier and cruder world of heroic legend, and at the same time preserve a memory of the Minoan and Helladic civilizations of Crete and the Mainland.

In Western Europe the stories of Cuchullain and other heroes of Ireland, as rendered by Eleanor Hull, Lady Gregory or even Jeremiah Curtin, and of the British heroes and knights of King Arthur in the *Mabinogion* of Lady Charlotte Guest, are no unworthy counterpart in content, if not in form, to the Homeric epos. In Northern Europe the stories of gods and mortals in the Teutonic epics have inspired the dramas of Wagner; while the *Kalevala of the Finns*, in W. F. Kirby's translation, transports us to a dark realm of magic, which even the palaeolithic cave artist of Southern France might find congenial.

Such records as these, however, for the general reader have certain inevitable drawbacks. They are not entirely contemporary with the events they profess to describe, and anything obscure in the tradition is slurred or rationalized; while much that to the narrator is familiar has now to be explained or even added. Hence the need for commentaries. In the modern lighter literature, however, knowledge is often superficial, and archaeological evidence serves only to provide local colour, rather than an all-pervading conditioning element in creation. Hence in the literature of which the scene is set in the civilizations of the Ancient East, references, for example, to the "mystic knowledge" of Egypt, are frequent but vague and without attempt to probe to whatever it may be, though this is no mystery to the student of animism and magical belief.

Such superficiality is by no means universal. A notable exception to such a charge is Georg Ebers (1837–1898), one of the most learned of Egyptologists of the nineteenth century before the days of scientific excavation, a teacher of Jena and professor at Leipzig. His exact and detailed knowledge of the manners, customs and beliefs, as well as the history, of the ancient Egyptians was used with definitely educational intent in the production of a large number of works of fiction—the collected edition is in ten substantial volumes—in which the whole range of Egyptian history, as known at the time, is covered from the New Kingdom and the Nineteenth Dynasty in the fourteenth century B.C.* down to the time of the Christian anchorites of Sinai in the fourth century A.D. Of this prodigious output, the most noteworthy for the present purpose are *Uarda* and *The Egyptian Princess*. Of these the former professes to give the inner history of a palace conspiracy while Rameses II is away fighting the campaign of Kadesh. The scene is laid at Thebes in 1352 B.C. It contains a most valuable mass of information on every aspect of Egyptian life at the time. *The Egyptian Princess* covers the period 528–522 B.C., and this again is a monument of learning and research. It brings the reader into touch with life in Hellas and Persia, as well as Egypt, and introduces Cambyses, the Persian conqueror of Egypt, Amasis, king of Egypt, and Sappho the Lesbian poetess. Ebers' novels, however, though accurate, learned, and vastly informative, are in spirit and psychology essentially modern. *Uarda*, for example, is a conventional love story of obstacles overcome, leading to a happy marriage, of mid-nineteenth century type. Hence the view of Egypt given by Ebers is external, material, circumstantial, and historically accurate, rather than interpretative and revealing.

Owing largely, no doubt, to interest in the Bible story, English fiction dealing with Egypt and the Ancient East tends to centre round about the period of the story of the Exodus, to which a variety of datings is attributed and Pharaoh identified with several of the known kings. A second group of stories clusters around Cleopatra, for which Shakespeare's play of *Anthony and Cleopatra* is probably responsible, as much as the intrinsic interest of her career.

For the period before the Exodus, Rider Haggard's *Queen of the Dawn* is a tale of the eighteenth century B.C. when the Hyksos, or Shepherd Kings, in this instance Apepi, dominated Egypt. G. A. Henty's *The Cat of Bubastes*, though written for boys, gives an interesting view of the central city of the cult under Tothmes III, the warrior king of *circa* 1500 B.C. Of the period before the Exodus, however, the best picture, allowance being made for the knowledge of the time at which it was written, is Théophile Gautier's *The Romance of a Mummy*, in which, in accordance with this author's practice, great accuracy in detail is shown, the latest results of archaeological discovery at that date (1858) being incorporated. The description of manners and customs at the time of the plagues and the flight from Egypt are brilliant. Wilhelm Walloth's *The Treasure House of the King*, translated from the German, also deals with this period.

Two books by Rider Haggard may be mentioned together here. Of these, *The Moon of Desire* deals with the Exodus itself, the second, *The World's Desire*, was written in collaboration with Andrew Lang and from the historical point of view is the more sound on that account. It is based on the post-Homeric legend that Helen was represented at Troy by a wraith and herself remained in Egypt. It also describes the death of Ulysses. Other versions of the Exodus story are presented by "Robert Eustace" in *The Hidden Treasure of Egypt*, who places it in the time of the nineteenth dynasty and Miss L. Eckenstein, an archaeologist who was with Petrie on his Sinai expedition, in *Tutankhamen* describes Thebes in the reign of Akhnaton, introducing Moses.

The Tell el-Amarna Age and the life of Akhnaton, the Heretic King, is in itself a romance, which stands in little of embellishment by the writer of fiction. Its fascination can be appreciated in A. E. P. Weigall's *The Life and Times of Ahnaton*, which, though indeed not fiction, is the work of a brilliant archaeologist and writer who applied the method of psychological analysis to the character of the king and the nature of the influence he exercised in promoting the remarkable efflorescence of realistic art in this period. The method, insight, and style, as well as the interest of its narrative, justify its inclusion here.

* The dating accepted by the authors is followed throughout, without any attempt to reconcile different systems.

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This period has also inspired a remarkable work by a Pole, Dmitri Merezhkovski, published in 1924 in two parts, *The Birth of the Gods*, and *Akhnaton, King of Egypt*. The former is a vivid reconstruction of the Minoan civilization of Crete, in which the central character is a Cretan virgin. It includes an account of the Cretan bull game, described in almost photographic and rather repulsive detail. In the second part the virgin comes to Egypt and plays an intimate part in the development and propagation of the king's mystical ideas.

Of the period of struggle and reconstruction which followed the decline of the Aton worship, and of the re-establishment of the traditional religion of Egypt, a picture is given in A. Armstrong's *When Nile was Young* (1330 B.C.). The same author in *The Love of Prince Rameses* again deals with religion—on this occasion in the eleventh century B.C. when her setting is the struggle between the priests and the secular power. The same period and theme are treated by A. Glowatski in *The Pharaoh and the Priest*, translated from the Polish.

It will be convenient at this point to glance at some of the work which deals with the Ancient East outside Egypt. Earliest in point of the period with which it deals is Whyte Melville's *Sarchedon* in which the great queen Semiramis and the priests of Baal figure, the scene being Syria and Egypt in the year 2000 B.C. which this author regarded as not long before the Exodus. Ebers' *Joshua*, as its title indicates, follows up the events of the entry into Palestine.

The Phenicians merit more attention than they have received. Amy J. Baker in *Tyrian Purple* describes the Tyre and Samaria at the time of Ahab and Jehu. In *Phra the Phenician* Edwin L. Arnold made the first scene of his story of successive reincarnations a trader's voyage to Britain in search of tin, and describes life there under the Romans; while M. Gullick in *The Tin Land* describes a similar voyage about 60 B.C., the hero being a Macedonian shepherd boy.

The rise and spread of Zoroastrianism is described by F. Marion Crawford in *Zoroaster*, in which Darius and Daniel appear; but the effort to attain historical accuracy is marred by modernity of idea. *Belshazzar*, by Rider Haggard, the love story of a young Egyptian and a granddaughter of Zedekiah, errs on the opposite side. The interest of the story is weighed down by archaeological detail. On the other hand *Wisdom's Daughter*, in which an early incarnation of She appears as the daughter of a chief, affords the author an opportunity for a realistic description of the life of a nomad Arab tribe about 400 B.C. At about the same period in *The Ancient Allan* the same author reincarnates another of his well-known characters on the banks of the Nile; while in *Hypatia*, Charles Kingsley recreated a picture of another genre in the life and philosophic disputations of Hellenistic Alexandria. Of this city, however, in the year 274 B.C. a more detailed picture is given in *Arachne* by Ebers, in which we are taken to the court of Ptolemy II and Queen Arsinoe, view the manners and customs of the artistic circles of the city, and discuss their characters, moral relations and their theories of art, life and letters—in the spirit of the nineteenth century—nevertheless this book, too, is a monument of informative erudition.

Of the last days of Egypt before the fall of the Ptolemaic line a picture is given in three works dealing with the life and death of Cleopatra, in which Caesar, Anthony, and the young Augustus appear. These are *Cleopatra* by Ebers, set in the Alexandria of 30 B.C.; *The Life and Death of Cleopatra* by Claud Ferval, in which Cleopatra appears first as a girl, and the *Cleopatra* of Rider Haggard.

With this trio this list, which is not exhaustive, may fittingly close on the threshold of the Christian era. In this period, too, both Egypt and Palestine continue to appear in lighter literature, but as parts of the greater unities of Rome and Christianity.

Addendum.—To titles given in the last paragraph of the previous article on Prehistoric Times, December, 1937, should be added Rider Haggard's *Allan and the Ice Gods* (1927), a detailed study of life in pleistocene times which shows how progress came in a primitive community.

Varia

State Education and Social Progress is the subject of a lecture to be given by Mr. G. A. N. Lowndes at the Horniman Museum, Forest Hill, S.E. 23, on Saturday, March 19 at 3.30 p.m. The lecture, which is free, will be illustrated by lantern slides.

* * *

The Bristol Development Board has just issued a new film of great interest, entitled "Bristol—City of a Thousand Years." It is a 16 mm. silent film, running for forty minutes, and is on loan free of charge to associative and other gatherings.

* * *

We have received from COLLINS' CLEAR-TYPE PRESS, substantial lists of their books for Infant and Junior Schools (forty-eight pages) and for Senior, Central and Secondary Schools (sixty-four pages). Both lists are classified by subjects, notes are given on many of the books, and new books are specially and clearly marked. The Press has also issued a complete, classified list of the Laurel and Gold Series, which now includes a hundred volumes.

* * *

According to the Advance List issued by MESSRS. ROUTLEDGE AND KEGAN PAUL, Prof. J. D. Bernal's long promised book *The Social Function of Science* is coming out in April next. Other books included in the list and of similarly topical interest are *The Problem of Leisure*, by H. W. Durant, *Man and Society in the Age of Reconstruction* by Karl Mannheim, and *The Origin of the Inequality of the Social Classes*, by Prof. Gunnar Landtman.

* * *

The Cinema To-day.—Mr. Thomas Baird is to give a course of five public lectures on "The Cinema To-day," at Morley College, 61 Westminster Bridge Road, S.E. 1, during March. The course is to be illustrated by relevant films and will deal mainly with the contemporary cinema. Mr. Baird proposes to outline the history of the film in so far as it has bearing on the cinema of to-day, and to discuss the major movements in the comparatively short life of the motion picture—the German movement, the Swedish school, the French *avant garde*, and the influence of the British and American film industries. The lectures are to be given on Wednesdays at 8 o'clock beginning on March 9, and the price of course tickets is 2s. 6d. (single lectures 1s.). Details on application to the Secretary at the College.

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STAMP COLLECTING AND THE TEACHING OF GEOGRAPHY

By S. W. TILLER, M.A., Saltley Training College, Birmingham

IN a *questionnaire* recently set to 550 pupils of a secondary school in the Midlands, it was discovered that 59 per cent of the boys and 36 per cent of the girls, had, at some time or another, made stamp collections of their own. These percentages are so high as to suggest that teachers might profitably consider the potentialities of this hobby as a teaching device. Its value as an aid to the teaching of history and geography has often been mentioned, yet most people are still inclined to view its instructional value from a limited standpoint. The history that stamp collecting teaches, is usually considered only in terms of portraits of kings and queens, presidents and dictators. Similarly, it is assumed that the geographical information on stamps is restricted merely to the name of the country printed on the stamp. It would probably be a revelation to a vast number of teachers to learn, for example, that on thousands of pictorial issues there are pictures of scenery, ships, trains, aeroplanes, animals, birds, fishes, native peoples, products, and even maps. This article attempts to reveal to teachers of geography the enormous amount of geographical material available on stamps and to explore the possibilities of its effective use in the class-room.

If the orthodox method of collecting according to countries is adopted, the material accessible is found to be very uneven. Although good pictorial issues are plentiful in the case of Liberia, the Central and South American Republics, the French Colonies and Moçambique, countries such as Germany, Italy, and Norway, on the other hand, print little that is of very direct geographical interest. Thus the geographical collector will sometimes find it more advantageous to consider his collecting from an entirely different angle, and to think in terms of "World Geography" rather than of isolated countries. For example, an inexpensive collection of at least thirty different kinds of animals from all parts of the world could be made so as to form an admirable basis for a course on "Animal Geography."

In like manner, pictures of an Arab dhow, a Chinese junk, a steamer on the Great Lakes, a fish trawler, a whale catcher, and the *Normandie* would help to illustrate a series of lessons on "Ships." Another collection, modest, yet cheap and easily obtainable, could be made up to illustrate "Switzerland" from the seven stamps of various landscapes now issued. These seven stamps include views of Mt. Pilatus, St. Gotthard Railway, and the Rhine Falls near Schaffhausen. Austria provides a simple yet effective set in its costume stamps, eighteen in all, which are illustrative of its different provinces. Sets of trains, mountain peaks, waterfalls, bridges, ports, or products are also possible. Such collections as these —and there is no end to the variations—would appeal particularly to lower forms and might be a useful means of stimulating interest in the "B" and "C" streams.

Since the number and variety of stamps of geographical interest are so vast, it is impossible to give any detailed list of them here. The following collection must therefore be regarded as a sample of what schoolboys might *reasonably* be expected to collect from the stamps of Colombia, Ecuador, Bolivia, and Peru to illustrate a few lessons on "The Lands of the High Andes."

Country	*Year of Issue*	*Subject*	*Type of Stamp*
Colombia	1932	Emeralds	Industrial Design
	1932	Oil	Industrial Design
	1932	Coffee	Industrial Design
	1932	Platinum	Industrial Design
	1932	Gold	Industrial Design
	1932	Coffee Plant	Air
	1932	Cattle	Air
	1932	Bananas	Air
	1934	Coffee Plantation	—
	1935	Oil Wells	—

THE LANDS OF THE HIGH ANDES.

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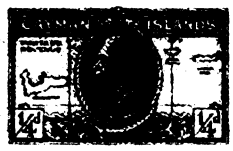
MAPS



Country	*Year of Issue*	*Subject*	*Type of Stamp*
Columbia	1935	Gold Miner	—
Ecuador	1930	Cocoa Cultivation	Independence Centenary
		Tobacco Plantation	
		Export of Fruit	
		Cocoa Bean	
		Sugar Plantation	
	1934	Mt. Chimborazo	—
Bolivia	1916	Monolith at Tiahuanacu	—
		Potosi	—
		Lake Titicaca	—
		Illimani	—
	1928	Condor	—
	1935	Map of Bolivia	—
Peru	1925	Rock of Arica	Tacna-Arica Plebiscite
	1931	Oil Refinery	—
	1931	Sugar Plantation	—
	1931	Copper Mines	—
	1932	Arequipa and El Misti	—
	1934	Pizarro	—

An examination of this list will show that they form a useful, though not necessarily complete, summary of the following essentials that a teacher would be likely to give in his lessons on " The High Andes " :

(*a*) The Andean Chains and the Plateau—their association with vulcanism and minerals.

(*b*) The Characteristic Products—coffee and bananas of Colombia, cocoa of Ecuador, sugar and cotton of Peru.

(*c*) The Lands of the Incas, the Spanish Conquest, and the Home of the Condor.

There are many ways in which the collections may be used in the school. They may be the result of co-operative effort by the class or classes, in which case the whole set could be mounted and arranged around a large cardboard map of the countries concerned and displayed on the class-room wall. Some teachers, on the other hand, may prefer each child to make his own collection, however small it may be, and to stick the stamps in his notebook along with the text. As illustrations, they could even form an integral part of the lesson, if projected from a lantern on to a screen ; while those teachers who feel that there is neither time nor place for stamps during official hours, may find the hobby an interesting side-line in the activities of the school geographical society.

In any case, no matter what method is adopted, so long as care is paid to the arrangement and the mounting of the stamps, and so long as it is realized that the value of each collection lies, not so much in the actual picture on the stamp as in the joy and thrill that come from collecting and in the discovery of its geographical significance, then it is a worth-while device. Stamp collecting, in the hands of the skilful teacher, should form one more method of bringing reality into the geography lesson.

Bibles Beyond Price. " Fourth Centenary " Display in St. Paul's Cathedral.—Books of the Chapter.—English Bibles of extreme rarity, treasures of the Dean and Chapter of St. Paul's Cathedral, have been placed on exhibition in the Cathedral Library for public view till Michaelmas. The exhibition illustrates the early attempts to print the Scriptures in the common tongue, and commemorates the fourth centenary of the royal injunction of 1538 that a copy of the Bible in English should be set up in every church. This gave State recognition to the Reformation in England. An exhibit of great interest is the Chapter's octavo copy of Tyndale's New Testament, printed on the Continent in 1525. His translation has been described as " the grand foundation of England's greatness." One of the volumes at St. Paul's is believed to be unique. This is Richard Taverner's revised translation of the New Testament printed in London.

* * *

Conference of Russian Teacher's Union.—A conference of the trade union of teachers in the elementary and secondary schools of the R.S.F.S.R. (Russian Socialist Federal Soviet Republic), attended by 314 delegates, was opened recently at the House of the Teacher in Moscow. Reporting on the work of the Teachers' Union during the past three years, Mr. Razletov, the President of the Union, said that there had been an immense growth in education in the R.S.F.S.R. during the period under review. During the three years, no less than 8,000 schools had been built in the Republic and the number of teachers had been increased by 150,000. Since April, 1936, the salaries of teachers had greatly increased. Elementary school teachers with secondary education were now receiving (for a four-hour working day) 211 roubles 50 kopeks more per month than they were getting in April, 1936, and secondary school teachers were receiving 274 roubles more per month.

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FOREIGN AND DOMINION NOTES

INDIA

Education in India, the official report for 1934–5 was not published till the spring of last year, owing no doubt to the fact that it is based on the provincial reports and must take some time to correlate. In the general summary it is pointed out that the evils of Indian education have for long been known but that no ministry since education has become a "transferred subject" has had the courage to tackle these evils fundamentally; vested interests have been the barrier in the higher stages of the system, and the ministries have been unable to stem waste and extravagance in the lower stages. But in 1934–5 changes in the situation became apparent in the former.

Evils long realized.

The United Provinces began to reorganize its secondary system and to divert many students to practical pursuits in the pre-university stages, as the value of the university had hitherto been impaired by the presence of large numbers of students quite unfit for higher education. This attitude was also adopted by the Inter-University Board, and the Punjab University Committee announced that a scheme of school reconstruction was a vital preliminary to the improvement of university teaching. The Sapru Committee was also set up in the United Provinces to investigate the unemployment among the educated classes and it approved of the foregoing scheme.

Reform of Secondary System.

The problem of the lower stages, however, has been hardly touched, and 74 per cent of all boys in primary schools never attain literacy, while 87 per cent of the girls enrolled in the first class of the primary schools never reach the fourth class where literacy may be expected. Moreover, while 50·3 per cent of the boys of school-going age are at primary schools, only 16·5 of the girls are—terrible figures which are in no way offset by the 334,000 increase in pupils for the year and the abolition of 461 small and redundant schools. It would seem that money must be found primarily for the pressing need of girls' education, and that the necessary funds for improving the existing system in other directions must be found largely by re-allotment and stricter control within existing limits.

Primary School Problems Unsolved.

Meanwhile much is being done within the limits imposed by the organization; the content of primary education is nearly everywhere being revolutionized; teaching is improving; the curricula made more practical and suitable; and special attention is at last being paid to the problem of backward communities and depressed classes.

Hope.

CEYLON

There seems to be no record of Ceylon being dealt with in these columns for many years so that no hesitation is felt in reviewing the contents of the Report of the Director of Education for 1935 as well as that for 1936. Part I of each report consists of a preface containing the details of educational administration in Ceylon.

The Department carries on the actual work of administration but it is advised by the Board of Education whose recommendations have to be approved by the Governor and laid before the State Council. The Board is comprised of twenty members nominated by the Governor and includes members of the State Council, school managers and teachers. The local administration takes two forms; the four inspectorial divisions and the twenty-three District Committees. The latter are financed by an annual grant and put into effect the compulsory education scheme under their own by-laws and erect and maintain schools, while appointments, salaries and syllabuses are largely under the direct control of the Department. There is no discrimination of race, nationality or religion in the schools, of which there are three types; Government Schools, "Assisted" Schools under the immediate control of private managers and "Maintained" Schools in which local managers are appointed by the Department which finances them entirely. There is a further division of the schools into English, Bilingual and Vernacular (non-fee-paying), all of which have primary, junior, secondary and senior secondary schools, and the Ceylon University College which uses English alone as its medium of instruction.

Administration.

All schools follow the same elementary scheme of studies and this has two main features. The first is the radical simplification of the curriculum: the primary classes study language (which includes speech, reading, writing, civics and health), number, history, geography and physical and practical exercises (which includes drawing and music), to which in the post-primary groups is added a minimum of two optional subjects. The second feature is the "application" which leads from every subject, by which is meant that pupils are persistently urged to use the knowledge they acquire in some practical way, and it results in the schools in agricultural areas, for example, applying knowledge in a manner entirely different from that of town or fishing-village schools.

Curriculum.

The curriculum of the secondary English schools is largely controlled by the necessities of the Cambridge and London University examinations, but from 12 years onward there are alternative classes for those who do not intend to go on with an academic career. The unsatisfactory position of examinations designed as a university entrance being used as a school-leaving certificate was demonstrated by the fact that only 3 per cent of post-primary pupils in English schools follow a university course, and many are tempted to do so simply because they reach a certain standard in the examination. A Board of Examination to discuss the whole subject has been formed.

Examinations.

In 1935 there was a very severe malaria epidemic and as a consequence free school meals were instituted; within a very short time there was a remarkable difference in the health of children in affected areas as compared with those from unaffected districts which had had no free meals. Some means of continuing this institution and of improving general hygiene was recommended to the attention of local authorities. One million rupees was granted in 1936 toward continuing the system of feeding all children in selected areas and 15 per cent of specially deserving pupils elsewhere; milk is also given in areas where there is a sufficient supply.

Free Meals.

In 1936 expenditure exceeded the estimates by 750,000 rupees, and this was due to the introduction in 1935 of the system of direct payment of salaries in vernacular schools under private management on information supplied by the managers. In the past the manager was not inclined to engage more teachers than were strictly necessary because he had to pay the salaries himself before being reimbursed by the grant at the end of the year; on the direct-payment system the manager could afford to engage not only the maximum staff allowed but the most highly-qualified which, while very desirable from the educational point of view, is more than the general revenue could afford. The excess in expenditure was due also to the fact that local authorities contribute nothing and this whole cost is borne by the Government, apart from fees paid by parents in English schools and a few endowments—free education from 5 to 18 being given in the vernacular schools.

Higher Expenditure.

Also received: *Progress in Education* (India).

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FURTHER LETTERS TO A YOUNG HEAD MASTER

VII.—THE IMPORTANCE OF SCHOOL OFFICES, ETC.

By W. JENKYN THOMAS, M.A., ex-Head Master of Hackney Downs School, formerly Grocers' Company's School

MY dear W.,

In my last letter I referred to the "late" Mr. Frederick Peaker, who used to write excellent reports of educational meetings in the good old days (this phrase is surely justifiable so far as newspaperdom is concerned). I have it on fairly trustworthy authority, to wit, himself, that "late" is an incorrect description. I have expressed to this doughty Yorkshireman my delight that he is still with us, and still doing all in his power for the cause, and my apologies for stupidly assuming that he had shuffled off this mortal coil. Long may this process be delayed!

Again, *in re* my last letter, to use lawyers' Latin, I have been taken to task in one quarter for alluding to such honours as M.B.Es, &c., as "piffling." I am entirely unrepentant. I am glad, by the way, to know that what I said about the University of Wales and its attitude toward secondary teachers has stung the authorities thereof.

It is good news that the extensions to your school have at long last been completed. Please invite me to the formal opening. I well remember your surprise when on my first visit to your school after your appointment as Head Master you offered to show me round I asked to be shown the most important part first. "What is that?" you asked. "The offices," I replied, and up went your eyebrows. Then I held forth to you for some time on the importance to the tone of a school of its offices. Good offices, I said, have far more influence on the tone of the school than a good assembly hall, or good class-rooms, or good laboratories or even good playing-fields (no order of importance was suggested).

So we went to the offices, which were antiquated and poor. There I at once pointed out evidences of a bad tone in the school, and you began to be convinced of the truth of my contention. I urged you to press your Governors to demolish these offices and to provide the best offices which present-day sanitary science can provide, with (a most important consideration) a surface which will not take writings or drawings. I also urged the importance of abundant washing facilities with frequent changes of towelling. You said that no professor of education and no book on school practice that you knew attached as much importance as I did to these things. Perhaps you remember the scornful (and wholly unjustifiable) comments which I then made on professors of education and books on school practice. I am delighted that you have now got such large extensions, and particularly that your new offices and washing facilities can stand comparison with those of a first-rate modern hotel. I prophesy that the tone of your school will soon improve greatly, and I will not attach to my prophecy the cowardly caution of Chinese astrologers, *viz.* "The gods may fulfil more or less than we predict," or words to that effect.

And now I am going to ask you a few questions. I am aware that you are keen on sound religious teaching. I know that you are anxious that your pupils shall thoroughly appreciate good literature and good art. I should be the last to minimize the importance of these and similar things. But the things I am going to ask you about are also to some extent important. Do your boys write legibly or like doctors? My experience is that boys will show up the worst writing which their masters will accept. If masters insist on legible writing they will get it; if they don't, they won't. By the way, have I ever told you the following story? My second master at Hackney Downs School was returning some exercises to a class. To one boy, he said, "Look here, Brown, if you write as small as this, I shall have to get glasses." The boy returned to his desk, thought for a minute, and then came back and said, "Mr. B., if you are really thinking of getting glasses, my father is an optician." But to proceed with my questions. How do your boys spell? Judging by your examination results in English, they can write good essays. Can they write good letters, with properly addressed envelopes? How many dates in history do they know? In geography, do they know where Cairo, Simla, Para and similar towns are? It would do them no harm to know how many miles distant these places are from London, but if I were a betting man I would wager that they don't. Do they grind at all at English, Latin, French and German grammar? I could easily go on asking questions of this kind, but I will stop.

There is, however, one other question I am going to ask you. Are you one of the many who are now applying for membership of the Headmasters' Conference, so that you can pretend that yours is a public school? I was recently called, in connexion with my remarks on honours for teachers, "blunt and outspoken." I shall beat the record for bluntness and outspokenness if you are applying.

Yours ever,

W. J. T.

Games for Children in Playgrounds after School Hours.—The London County Council, in its endeavour to encourage children to play in school playgrounds away from the traffic dangers of the streets, is making arrangements to open about eighty games centres during the summer evenings in the playgrounds of about fifty schools in the congested areas of London. The scheme was begun in 1935 and additional centres have been opened each year since. Previously the centres were closed during the school summer holidays, but this year it is proposed to open the centres during this period. The success of the scheme is due to a great extent to the provision of the right kind of supervision of the games. The Education Department at County Hall is now receiving and considering applications for these posts from persons with experience in organizing games for children.

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CORRESPONDENCE

COST OF SECONDARY EDUCATION

There has been some discussion in the Press recently on the cost of the education of middle-class boys and girls. The vast majority of the lower classes get all their education free up to the age of 14, and the lower middle classes pay very low fees at the secondary schools they attend. But an upper middle-class parent who wishes his son to have a good education to fit him for one of the learned professions would have to expend the following sums, supposing, of course, that the boy did not obtain any scholarships:

Two years' kindergarten (5–7)	£50
Two years' Day Preparatory (8–9) ..	£100
Three years' Boarding Preparatory (10–12)	£375
Four years' Public School (13–16) ..	£1,000
One year abroad (17)	£150
Three years' University (18–20)	£600
Total ..	£2,775

This would mean an average expenditure of £185 annually during fifteen years. And in addition the parent might have to pay for extra coaching. He would certainly have to pay for holidays and clothes. A girl's expenses for the same period would be less—perhaps they would not exceed £2,000.

If a boy went to a day school instead of to a boarding public school, and to a non-resident university, the total might not amount to more than £1,875.

But even then it is not surprising that middle-class families, the cream of the nation, have to limit their children.

PARENT.

AIR RAID PRECAUTIONS

Although schools in the country far from large towns may be fairly secure from air raids, it is certain that those in or near cities, especially those on the east and south coasts, should have at least one master or mistress who is an air-warden, capable of instructing the staff, the pupils and the servants in the precautions necessary for their safety in case of a raid. In these days of falling population it is our duty to protect the young with greater care than those over 50. The raids would probably precede any declaration of war, and unless we are prepared beforehand we shall suffer severely for our lethargy. The aim of the enemy would be by a series of intensive air attacks to destroy the morale of the country and stop those essential services on which its life depends.

Many London and provincial boroughs have already appointed an Air Raid Precautions Officer. One of his first duties is to arrange an exhibition to show how a house may be protected against incendiary and gas bombs by providing gas-proof rooms. The interested spectators and other public-minded people are then asked to attend lectures for wardens. If one lecture a week is given, the course may take six or eight weeks. A written examination is then held and those who pass are appointed air wardens. These form a staff corps capable of instructing other applicants.

In some boroughs the course of lectures is followed by a practical demonstration of decontamination and auxiliary fire fighting to show how air wardens and householders should behave in case of a raid. Their chief duty is to allay panic, for in the Great War more people in London lost their lives through panic than were killed by bombs. The preparation of an Air Raid Precautions scheme no more means the inevitability of an air raid than the taking out of a fire insurance means the inevitability of a fire.

WARDEN.

TOPICS AND EVENTS

State Scholarships.—The Board of Education has issued a document (Form 1U) describing the conditions for the award of State Scholarships at universities this year. Candidates must be pupils in secondary schools in England and Wales and must enter for the Higher School Certificate Examination. Entry forms can be obtained from the head master or head mistress of the school. The number of scholarships available for award in 1938 is 360.

* * *

Schools Field Day of Music.—The School Orchestral Festival, now in its ninth year, is extending its influence into Yorkshire, for the Northern Section of the Festival will be held on June 18 in the Leeds Town Hall. The Southern Section will, as usual, be held in the Queen's Hall, London, on June 11. The many schools who have in previous years joined in the London event will probably come south, but it is hoped by the Committee that the Northern Festival will be attended by schools in the north to relieve the pressure on London which, year by year, increases in the number of competitors so much so that this year a second hall is to be held in reserve. All who are interested and would like particulars of this Festival should write for the syllabus to the Festival Office, The Education Department, 295 Regent Street, London, W. 1.

Recreative Gymnastics.—On March 26, at 8 p.m., there will be a combined demonstration of recreative gymnastics at the Albert Hall, arranged by the Swedish Gymnastic Association, the Ling Physical Education Association, the Central Council of Recreative Physical Training and the Anglo-Swedish Society, in conjunction with the National Fitness Council. Lord Aberdare, Chairman of the National be Fitness Council, will take the chair, and the speakers will Lord Semphill, Lady Maureen Stanley and Lord Stanhope, President of the Board of Education. Displays will be given by special teams of men and women from Sweden, who represented their country in the Olympic Games, 1936, and who are being sent over to give a series of demonstrations in England and Scotland, by twenty-eight men from the Birmingham Athletic Institute and by a hundred women and girls from Keep-Fit classes in London.

* * *

Joseph Payne Lectures (provided by the College of Preceptors).—The course of three lectures on "Recent Developments in Educational Thought and Practice in France," the first of which was given at the Institute of Education, Southampton Row, W.C. 1, by Monsieur A. Desclos, on Monday, February 28, will be continued on Wednesday, March 2, and Monday, March 7. Admission free.

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PERSONAL PARAGRAPHS

A GREAT head master and administrator has passed away in the person of Dr. W. W. Vaughan, who died, at the age of 72, after breaking his thigh while on a visit to India as one of the British delegates to the Indian Science Congress. The son of the Regius Professor of Modern History at Oxford, he was educated at Rugby and New College, Oxford, taking a second class in Moderations and Literae Humaniores. He afterwards became Head of the Modern Side at Clifton, and then successively Head Master of Giggleswick, Wellington and Rugby. In all three of these headships his record was one of notable success. He was friendly, easy of approach and an indefatigable worker and born leader. Thoroughness was one of his great characteristics—he knew the name of every boy at Rugby, and he never failed to visit the sanatorium each day to say an encouraging word to each invalid. A Rugby boy paid great tribute to his work and character when he said, " There are two classes of head masters, one is Dr. Vaughan, and all the rest are in the other." He retired some six years ago. He had filled many offices in the educational world, having been President of the Modern Language Association, the Science Masters' Association, the Incorporated Association of Head Masters and the Educational Science Section of the British Association. In June, 1935, he became Chairman of the Central Council for School Broadcasting, in which he took the greatest interest. In other capacities, *e.g.* as a member of the Consultative Committee of the Board of Education, of the Teachers Registration Council, and of the Education Committee of the League of Nations Union, he had performed very useful service, and at the meeting of the World Federation of teachers in Oxford he showed his great concern in international affairs. He will be long remembered as a genial friend and a famous head master.

* * *

CAPTAIN S. J. PARKER, O.B.E., Board of Education Staff Inspector of Physical Training, whose work has hitherto been primarily concerned with physical education in schools and colleges, has been given new duties in connexion with the National Fitness Council and will devote the whole of his time to the development of the physical fitness movement as it affects those no longer in full-time attendance at school. Captain Parker's appointment is evidence of the great importance which the Board attaches to the whole-hearted co-operation of all those entrusted with responsibility for the National Fitness movement.

* * *

MR. T. R. N. CROFTS, who has been Head Master of the Royal Masonic School, Bushey, since 1915, is to retire at the end of the summer term. He was educated at Rugby and Caius College, Cambridge, where he was a scholar, and Goldsmith Exhibitioner. He graduated with second classes in the Classical Tripos and the Modern Language Tripos. As an assistant master he gave five years' service at Glenalmond and eight years at Merchant Taylors, London. He became Head Master of Roan School, Greenwich, in 1911 and four years later transferred to his present post at Bushey. As Chief Modern Language Editor to Messrs. Methuen & Co., he has had considerable influence on the production of modern language texts and has himself written a number.

MR. HUGH ELDER, assistant master and house tutor at Fettes College, is to succeed Mr. P. Bolton as Head Master of Dean Close School, Cheltenham, at the end of the present term. Mr. Elder was educated at Edinburgh University and Corpus Christi, Cambridge. Prior to his appointment to Fettes, in 1935, he was for six years an assistant master at Sherborne. In accepting the resignation of Mr. Bolton the Governing Body has placed on record its recognition of the extremely valuable work done by him for the School since his appointment in 1924, particularly in connexion with the extensive and effective schemes of reorganization he carried out.

* * *

MR. G. F. BRIDGE, M.A., who died on February 15, rendered valiant service to education in many capacities. A New Zealander by birth, he was educated at New College, Oxford, and taught modern languages at Queen's College, Taunton, Elizabeth College, Guernsey, Ipswich Grammar School (where he commanded the School Cadet Corps) and Dulwich College. He was Hon. Secretary of the Assistant Masters' Association for the years 1905–6, and later of the Modern Language Association. For a time he acted as Editor of this *Journal*, and he contributed frequently to our columns. His literary work was incisive, displaying sound judgment, wide knowledge and definite views. For many years he has acted as one of the Examiners in French for the Oxford University Delegacy. Upon his retirement from active teaching, he settled at Gerrard's Cross, and served as a County Councillor for Bucks and as a member of the Bucks Education Committee.

* * *

THE death of the Most Rev. C. F. D'Arcy, Primate of all Ireland, removes the most outstanding scholar in the Church of Ireland. Though educated in Dublin, at the High School and Trinity College, he adopted very thoroughly the political views of the majority in Northern Ireland. Yet he was a man who was incapable of bitterness, either political or religious.

ONLOOKER.

England's Open Bible : Nation-wide Celebrations.—The present year (1938) marks the fourth centenary of the setting up of the English Bible by royal authority in parish churches throughout the country. The event will be celebrated by English-speaking communities in all parts of the world. A National Council has been formed to organize the commemoration in England and Wales, where the religious aspect of the occasion will be presented by the Churches acting in sympathetic co-operation—Anglican, Baptist, Congregational, Methodist and Presbyterian. One of the aims is to revive Bible reading and Bible study among the public generally. In this connexion most of the education authorities are considering the introduction of special courses in their secondary and elementary schools. Application has already been made for 68,000 copies of the Council's syllabus for such courses. The B.B.C. will co-operate with a series of broadcast talks during March. Sunday, June 19, is to be observed as a Day of Thanksgiving, with commemoratory services in churches and Sunday schools. This will be preceded on Friday, June 17, by a service of a national character in St. Paul's Cathedral.

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PRIZE COMPETITIONS

The winner of the February Competition is " N. M. C.," *proxime accessit*, " H. S. W."

The winner of the January Competition was Miss Lilias Taylor, Carwinshoch, Bishopton, Renfrewshire.

We classify the thirty-six versions received as follows :

Class I (*a*) N. M. C., H. S. W., Yendu, Château d'If, Trina, Ex Or, Cairnmount, Pip, St. Benoît, Lascella, Fidelis, Old Colwyn, Atlantis, Mousmée, D. A. A. P., Duo.

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Class II.—Borderer, Martin, Dexter, Presbutes, J. E. M., Superannuated, Old Trident, Onyx.

In einem kleinen Provinznest, irgendwo im Südosten, soll gewählt werden. Die Abgesandten der Mehrheitspartei bemühen sich, der Regierung bei diesen Wahlen einen durchschlagenden Erfolg zu sichern. Sie werden darauf aufmerksam gemacht, dass die Entscheidung hierüber bei einem Mühlenbesitzer liege, der einflussreichsten Persönlichkeit des ganzen Kreises.

Die Abgesandten aus der Hauptstadt suchen den Mühlenbesitzer auf und bringen sehr geschickt ihr Anliegen vor. Der Müller ist gern bereit, den Regierungskandidaten zu unterstützen. Er stellt aber eine Gegenbedingung : sein Sohn müsse bei dem nächsten Termin die Reifeprüfung unbedingt bestehen. Der Arme hätte sich schon wiederholt bemüht, seine " geistige Reife " bescheinigt zu erhalten, sei aber von den gestrengen Professoren immer wieder abgelehnt worden.

Die Herren aus der Hauptstadt hören die väterlichen Sorgen des Müllers teilnahmsvoll an und versprechen selbstverständlich die Erfüllung der gestellten Bedingung. Der Regierungserfolg in dem Kreis ist schon so gut wie sicher.

Im Prüfungssaal herrscht drückende Hitze. Die Kommission unterrichtet sich über die geschichtlichen Kenntnisse der Kandidaten. Das Ergebnis ist mässig. Da wird der Sohn des einflussreichen Müllers aufgerufen : ein sommersprossiger Junge, endlos lang und mit schlenkernden Armen.

Der Professor fragt ihn : " Wer hat Amerika entdeckt ? "

Tiefes Schweigen. Der Müllerssohn starrt teilnahmslos in eine Ecke, wo ein Brummer summt.

Der Professor wird nervös und brüllt, die Instructionen eines hohen Unterrichtsministeriums einen Augenblick lang vergessend, den Kandidaten an : " Christoph Kolumbus . . . ! "

Da erhebt sich der sommersprossige Müllerssohn und verlässt den Prüfungssaal.

" Mensch ! Warum laufen Sie denn davon ? "

" Herr Professor, Sie haben doch den Nächsten aufgerufen . . . "

* * *

Es war nicht genau in Erfahrung zu bringen, wie der Sohn des einflussreichen Müllers die Reifeprüfung bestanden hat. Aber er hat.—Daraufhin ist es auch in dem Provinzstädtchen zu keinem politischen Skandal gekommen.

TRANSLATED BY " N. M. C."

In a minor provincial town somewhere in the south-east an election was to take place. Representatives of the party in office were exerting themselves to ensure that this election should result in a decisive Government victory. They were told that the upshot of it depended upon a millowner, the most influential individual in the whole constituency.

The representatives from the metropolis approached the millowner and put their case very tactfully. The miller expressed his willingness to support the Government candidate. But he made one proviso ; it was essential that his son should pass his school-leaving examination at the next sitting. The poor boy had already made several efforts to get his " intellectual maturity " certified but the hard-hearted examiners had failed him every time.

The gentlemen from the metropolis listened sympathetically to the miller's paternal solicitude and of course promised the fulfilment of the condition imposed. A Government success in the constituency was already practically assured.

* * *

It was oppressively hot in the examination hall. The board of examiners was testing the candidates' knowledge of history. The result was poor. It came to the turn of the miller's son : a freckled youth, abnormally tall and with gawky arms.

The examiner asked him : " Who discovered America ? "

A dead silence followed. The miller's son gazed stolidly into a corner, where a bluebottle was buzzing.

The examiner grew fidgety and, momentarily oblivious of the instructions of the mighty Ministry of Education, roared at the candidate : " Christopher Columbus ! "

Thereupon the miller's son got up and made his way out of the examination hall.

" Here, boy ! What are you running off for ? "

" Well, sir, you called the next candidate . . . "

* * *

It was never exactly brought to light how the son of the influential miller got through his school-leaving examination. But he did. So there has been no political scandal in the little provincial town.

Our red pencil, reserved for the more sensational *gaffes*, suffered very little wear and tear this month. Nevertheless, we found as usual plenty of small points which might have been improved. When a fairly easy passage is set we suspect that not many of our competitors read over their completed translation and ask themselves whether it reads naturally. Those who do so are pretty sure of gaining a place or two. Let us just take one instance in this month's passage. The title *Professor* is in very restricted use in England, infinitely more current in Germany. A plus mark therefore went to those who said *examiners*. To put the word *Professor* in the mouth of the miller's son was altogether out of character. Yet half a dozen competitors did so, and it is significant that nearly all of them are in Class II. " Mesh," who left it as *Herr Professor*, at least had a sense of the fitness of things.

We thought that *gewählt* might puzzle some of the less experienced, but the only victims were " J. E. M." and " Dexter." They had *Wahlen* as a warning in the next line.

The two favourite errors—both fairly excusable, to be sure—were made over *Termin*, in the second paragraph, and *daraufhin*, in the last line but one. *Bei dem nächsten Termin* is *next time*, not *next term*. The word is not used for a school term, though it does mean *term* in the legal sense of *rent-day*. *Daraufhin* is *consequently*, and its emphatic position shows that it must be left where it is in the translation. The " scandal " would have ensued if the miller's son had *not* passed ; the miller would have seen to that. Many of our most seasoned translators failed to get these two points right—among them " H. S. W.," " Yendu," " Château d'If," and " Trina," who were so good otherwise that they nevertheless occupied high place. " D. A. A. P.," " Blackwing,"

(*Continued on page 142*)

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" Kapre," " Ardconaig," and " Old Trident," were the only competitors besides " N. M. C." who brought out the point of *daraufhin*.

Most people rendered " *geistige Reife*," as best they could, by some such phrase as *intellectual maturity* or *mental proficiency*. " Borderer's " *mental ripeness* was rather too literal! " Mousmée," alas, spoiled an entry which would otherwise have ranked very high by conjecturing *blessed matric*, echoed by " Old Trident's " *ghastly final*. The expression is pompous, not slangy. The *Sprach-Brockhaus* dictionary gives " *die Reife, das Zeugnis der Reife erlangen—die letzte Klasse der Höheren Schule mit Erfolg verlassen.*" So *leaving certificate* is probably the nearest equivalent to *Reifeprüfung*.

We welcome several new competitors, among whom " Cairnmount " and " Pip " submitted very scholarly translations. It was also nice to see the name of " Duo " again after a lapse of two or three years.

The versions placed in Class I (*b*) all came very close to one another and all showed a very respectable knowledge of German, though they were less polished than those in Class I (*a*).

We were a little unwilling to relegate " Borderer " to Class II, but his version contained rather a lot of unhappily chosen words and phrases. " Martin," like one or two others, mistook *Ministerium* for *Minister* and wrote *the regulations for a highly-placed official of education*. " Dexter " thought that *drückende Hitze* meant *terrific enthusiasm*. " Presbutes " had a number of minor inaccuracies, and " J. E. M. " some ungainly sentences. " Superannuated " was off colour, or did not use his dictionary; how did he get *intellectual* for *geschichtlich* and *over-grown* for *sommersprossig?* " Old Trident " is not very strong in German, and failed to sort out two of the sentences. " Onyx," who competes valiantly in all tongues, was quite at sea this time.

A few short notes on interesting words:

Geschickt—a past participle and means *skilled*, so that *skilfully* or *adroitly* was better than *cleverly*.

Gegenbedingung. " H. S. W. " renders this as " a quid pro quo."

Unbedingt.—Without fail (" Yendu " and " Trina "), *simply must* (" Château d'If "), *positively* (" Ex Or," " D. A. A. P," and others) were all an improvement on *unconditionally*.

Selbstverständlich is as common in conversation as our *of course*, which serves very well to translate it. We also liked *needless to say* (" Ardconaig ").

Mässig.—Indifferent (" Old Colwyn "). " Mesh " and " R. E." will note that the implication of the word is not *fairly good* but *fairly bad*.

Nervös.—A few put *nervous* but most competitors knew or discovered that, colloquially, it is *irritable*, or here, as " Cairnmount," said, *irritated*.

Teilnahmslos.—The neatest word was " Château d'If's " *apathetically* (cf. *teilnahmsvoll—sympathetically*).

" Bésigue," who from time to time contributes (in very idiomatic French) to French literary periodicals, was kind enough to send us a copy of a recent article of his from the *Mercure de France*, in which he discusses borrowings by Dumas from Sir Walter Scott. We also have to acknowledge a friendly letter from " Lee Anderson." " Salonique," a recent prizewinner, says that " not the least of the pleasures derived from the monthly competitions has been the introduction to works by modern French authors which one might otherwise have missed." We do try to set passages for translation from books which we have ourselves enjoyed and which we think our circle of competitors would appreciate.

A Prize of Two Guineas is offered for the best translation into English verse of the following poem by Otto Stoessl (*Österreichische Lyrik der Gegenwart*).

MONDFABEL

Mond muss frieren bei der Nacht,
" Mutter hat kein Kleid gebracht,
Mutter soll mir eines nähen,
Dass ich unter Leute gehen,
Warm es haben kann bei Nacht."
" Keiner hat mir Zeug gebracht,
Soll ich Wollewolken fassen?
Nie wird Dir ein Röckchen passen,
Heute bist Du kugelrund,
Morgen dünner, sichelschmal
Und bist manches liebe Mal
Gar in nichts vergangen.
Heute klein und morgen gross
Musst Du schon so nackt und bloss
Zwischen Erd und Himmel hangen."

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All entries for this month's competition, which must be accompanied by the coupon printed on page 157, *must reach the office by the first post on April* 1, 1938, *addressed* " PRIZE EDITOR," The Journal of Education, *Ludgate Broadway, E.C.* 4.

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ESSAYS FOR THIS COMPETITION ARE DUE ON MARCH 5, 1938.

MESSRS. GEORGE G. HARRAP & CO., LTD., announce in their Spring List the publication, in the early summer, of the fourth and final volume of the Right Hon. Winston Churchill's *Marlborough*. Another book which should be of wide interest is *Everyday Life in Russia*, by Dr. Bertha Malnick. Dr. Malnick is a research scholar of Newnham College, and spent much of the period 1929–37 travelling in the U.S.S.R.; it is claimed that the book is non-political, and mirrors Russian life to-day without comment.

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The Training of Teachers

There are many signs that the training of teachers is the subject of increasing review and reconsideration at present. At least three of the teachers' organizations have set up committees of inquiry into the subject. And as was reported in our columns last month it was discussed at some length if somewhat inconclusively at the North of England Educational Conference. We should not exaggerate if we asserted that there is a general feeling that all is not well in the present system of training of teachers, and that this feeling is shared not only by the teachers themselves but also by many of our educational administrators. This feeling of concern is not one of alarm, however, but is best described as a desire to overhaul and analyse present methods with a view to remedying any proved deficiencies or errors.

Although teaching is a profession, there is no universal insistence on training as a specific requirement. The Board of Education will not award its certificate nowadays to any primary teacher who is untrained: the "external" certificate taken by examination but without a course of professional training was abolished five years ago. Nevertheless untrained teachers abound in the primary schools, and no less than 32,000 are employed compared with 131,000 who are certificated. The lead given by the London County Council, which employs none but certificated teachers, has still to be followed by many local authorities particularly in our rural areas. But it is of course true to say that the very marked distinction made in the Burnham salary scales between the uncertificated and the certificated teachers is gradually reducing the percentage of untrained teachers, and

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that no organization welcomes this development more then the National Union of Teachers.

Training is not essential for secondary teachers. The salary scales indeed distinguish not so much between the trained and the untrained teacher as between the graduate and the non-graduate. Where a non-graduate secures promotion to the graduate scale by means of qualifications equivalent to a degree, it is customary to stipulate that some form of pedagogical training must form part of those qualifications as for example in music, art or handicraft, (though by a curious anomaly it is not required in modern languages where, if ever, training would appear to be most useful). The percentage of trained graduate secondary teachers, however, continues to increase: it was 54 per cent in 1930 and 61 per cent in 1936. It would increase still more rapidly if a course of professional training were recognized in the salary scales by something a little more reasonable than the award of a beggarly increment of £15. Even in the public schools, formerly so scornful of any form of professional training, head masters are beginning to consider whether a candidate for a post is not only a cricket blue but also a professionally trained teacher. The old and jaunty opinion which held that the craft of teaching must, like so many other things, be " tried on the dog " is beginning to falter even in the last strongholds of lost causes. But so far as we are aware, there is scarcely one head master in our leading public schools who has undergone a course of professional training.

Among technical teachers, training is still less prevalent. A reasonable explanation of this is the fact that the technical teacher is usually a lecturer on some practical subject, whose pupils are of mature age, and who learn by practical application under skilled guidance rather than by study in the class-room. The same explanation may account for the fact that university lecturers and professors have as a class been notoriously exempt from any form of professional training. Doubtless there are many brilliant and inspired teachers in their ranks; but are there not many whose boring and lifeless lectures indicate that they have never understood that to create and hold the interest of one's pupils is an essential of good teaching, and that a well-directed course of training can help one to acquire that faculty of stimulating and preserving interest?

There is no need to argue whether training is necessary or not. Of course it is necessary: how can one practise a profession efficiently without due training? The greatest teachers are doubtless born teachers; but they would be still more capable after a course of training which would enable them to learn from the experience of others, to profit by the mistakes of their predecessors and to understand and appreciate the craft of that vocation to which they are dedicated.

There is general agreement that a rightly conceived course of training in teaching should include a judicious mixture of theory and practice. The theory is usually there in abundance, but is the practice equally well organized? Practice should imply skilled guidance by people who have themselves taught, who have learned at first hand the problems and the pitfalls of the beginner. Indeed, we should demand that no professor of education should ever be considered for appointment unless he has proved his capacity and skill as a practising teacher. He would then see that his students should receive practical guidance at the hands of experienced teachers working in the schools, and he would take care that those schools were wisely chosen, were in fact " model " schools. And so far as the secondary schools were concerned, care could be taken to ensure that students were not merely placed for long periods under the guidance of skilled specialist teachers of long experience, but were given abundant opportunities for discussing and analysing the problems they encounter.

There is no need as yet to inquire whether some courses of training are unsound or incompletely balanced, whether for example too much attention is paid to psychology, and not enough to elocution and the cultivation of the saving graces of humour and sympathy. But we would emphatically urge that every course of training must be elastic and should give room for experiment and bold thinking. Those responsible for theory, method and practice must never forget that if children are bored and unsatisfied the fault is the teacher's and not theirs. Theories of discipline must ever hold the child as the centre; emphasis must continually be laid not on the teacher but on the taught. The infliction of punishment will then be seen to be the teachers' confession of failure. And respect for the child's spiritual freedom must ever be paramount.

We note with interest that the University of Cambridge has now resolved to give the training of teachers a very belated measure of due recognition. A chair of education is at long last to be established, and the teachers' training department is to be given an enhanced status. The sister university on the Isis has as yet made no such move. It is surely strange that a university can support chairs in every subject from Sanskrit to electrical engineering but has as yet no recognized professor of education. May not this be a symptom of the somewhat casual view that prevails in some higher quarters in England on the need for training in teaching, the same attitude that comfortably assures us that we shall always muddle through, that character is everything, and that the amateur invariably possesses some higher and mystical quality that raises him far above the " mere " professional?

Mention was made above of the fact that committees were inquiring into the question of training. We would suggest that when the Consultative Committee of the Board has emerged from the labyrinthine fastnesses of post-primary education it might profitably devote some attention to the question of training. For no educational system will ever continue to be reasonably efficient unless the training of its personnel keeps abreast of modern developments.

* * *

Among books of topical interest mentioned in the Spring List of the HOGARTH PRESS, we notice a cheap *History of Socialism*, by Sally Graves, and *Anatomy of the Peace Movement*, by J. A. Joyce, the latter being one of the Day-to-Day Pamphlets.

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OCCASIONAL NOTES

Examination Reform: a Useful Summary:

THE examination system is an outstanding subject of controversy in Britain at the present time, since it affects teachers and taught in their daily work, and directly or indirectly affects all places of education, from the infant school to the university. The literature of the subject is becoming unwieldy for most people, and the appearance of Prof. C. W. Valentine's pamphlet entitled *Examinations and the Examiner** is therefore timely and welcome. Perhaps the most important thing he has to say about the School Certificate Examination is that any means of selection within our powers at present are bound to be fallible and to make serious errors, and do not justify a sharp separation of children into two groups at about ten to eleven years of age. Speaking from a specialized knowledge of all the means of selection now employed, he declares that it is foolish to try to settle a child's scholastic career by such unreliable means so early in life, and that the least we can do is to provide the means of transfer two or three years later. Assuming that the School Certificate Examination must remain for the present, he makes some sound comments on the hard-and-fast line between success and failure, the case of excellent pupils who get no certificate, the reform of the group system, the principle of compensation, and the strong element of chance in border-line decisions.

The Reaction of Examinations upon School Work.

THIS comprehensive pamphlet gives examples—which might be multiplied to almost any extent—to show how school work is injuriously affected by the examination system. A clear case is that of English literature, which is not, however, the only subject the teaching of which may be almost ruined by the prospect of examination. But the crying evil in this connexion is the dominance of Matriculation requirements, even though only a bare 6 per cent of secondary school pupils proceed to universities. As Prof. Valentine insists, the teachers in the schools, not university teachers, are the best judges of what is educationally valuable for the vast majority of secondary school pupils. As to the universities, an extensive inquiry showed that two-fifths of students who won scholarships did not "make good," *i.e.* obtained either third-class honours, or a pass, or a failure. So much for the reliability of examinations. And in all these examinations there is a danger that the examining body will think chiefly of devising papers which will pick out the right pupils for its purpose, without due consideration—often, we fear, without any consideration whatever—of the effects of the examination on the work of the pupils themselves, and especially on the work of those who will not even be candidates.

* Published by the Birmingham Printers, Ltd., 1s. 6d.

School Holidays.

THAT the practice of the schools plays a large part in making August the national holiday month is indisputable. This was made a ground of complaint at last summer's conference of the Association of Health and Pleasure Resorts when the National Union of Teachers was represented as the great cause of the crowding of resorts during August, for that body, it was said, wished to have summer holidays only during that month. The Association has now decided to seek an interview with the National Union of Teachers on the question. It may be remembered that a Government Committee with Lord Amulree as chairman has the question of annual holidays with pay as the subject of its inquiry. It is evident that the larger the number of holiday-makers the greater will be the congestion unless there is a spread-over of holiday times, and this can scarcely be effected for workers unless it is done for the workers' children in the schools. It is thus evident that the schools' interest in the matter has been recognized, for at a recent meeting of Lord Amulree's Committee, evidence was given for the Board of Education. Although the Association of Health and Pleasure Resorts has chosen the N.U.T. as the target of its attack, the secondary associations might have been a better choice for it is certain that the difficulty of a spread-over in the elementary schools would not be as difficult as in the secondary schools where the great trouble is the custom that the School Certificate Examinations shall take place in July, and that the school and university year shall begin in autumn. However, neither of these times is unalterable and if to the many arguments against making the summer term the term of most intensive study is now to be added that of preventing even greater August congestion than obtains in the holiday resorts at present, it is certain that a change will eventually have to be made.

Hadow Reorganization.

DISCONTENT with what passes for Hadow reorganization appears to be becoming more vocal. Our readers are familiar with the criticism that such changes as have been made amount to little more than a reshuffling. Some recent articles in the *Teachers World* make various other points. It is said, for example, that infant teachers are seeing their schools amalgamated with those for older children, and their work subordinated to the claims of the juniors. Junior school teachers are no happier—they live in the shadow of the transfer examination, they breathe an air laden with results and intelligence quotients, and school life for them is a grindstone. And if life for a junior school teacher is a grindstone, for a senior school teacher it is a turnstile. Again, the substitution of the area school for the local school has broken the traditional pride felt by a locality for its own school, and lessened the school's influence. Rural schools stand half empty, and their pupils go off by bus to the nearest town. Again, methods

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of selection for post-primary schools take no account of special aptitudes or interests, keenness of observation or powers of initiative. The Hadow recommendation that post-primary education should be organized as a single whole within which there should be a variety of types is far from being carried out, and failure to raise the school-leaving age without exemptions is another stumbling-block. We wonder whether any of this discontent will be allayed when the expected report of the Consultative Committee of the Board of Education sees the light.

THE London Education Committee has put forward a very comprehensive programme for the triennium 1938–41. As regards elementary schools, £1,500,000 is to be spent in building seven new schools and reconditioning others; the roll of infants' classes is to be reduced from forty-six to forty-four, and that of junior classes from forty-four to forty-two; in some schools where there are backward children an extra teacher will be allowed; relief will be given to head teachers in small schools who at present have sole charge of a class; and it has been decided to aim at the creation of a "green belt" of playing fields all round London. The proposals for secondary schools include the acquisition of a site for a new building, the improvement of existing buildings, the acquisition of additional playing fields and the increase in the number of local special places in secondary schools from 1,250 to 1,500. Technical education will benefit to the extent of £1,000,000 for sites, buildings and equipment, including the provision of a Commercial Institute in Central London. Turning to the special services, we find that the programme proposes to provide five new nursery schools and to increase the number of nursery classes; to improve the school medical service; and to bring the equipment of the dental service up to date. The programme has been welcomed by London teachers, though they have expressed considerable disappointment that the reform they have been urging on the Council—the reduction in the size of classes in all elementary schools to a maximum of thirty on the roll—has not been carried out. We share their regret that some bolder approach to this pressing problem has not been made.

The London Programme.

MR. HARRY BLACKWOOD, President of the Educational Institute of Scotland, speaking in West Lothian on "The Urge for Physical Education," had some criticisms to make of the Education Department. The Department had, he said, at intervals during the past seventeen years taken steps to ensure that the schools should pay increased attention to physical education. Teachers had also stressed the necessity of devoting more attention to the physical and moral wellbeing of the child in and out of school. Now the enthusiasm of the Scottish Education Department was so great that many teachers doubted whether it was not going too far. To put it more pointedly, were they satisfied that increased attention to physical education could be secured without detriment to other essential aspects of education? It was only when they began to ask what subject should be discarded that they realized the difficulty. The very life-blood of the physical fitness campaign depended on its remaining a voluntary effort. Teachers now serving voluntarily would lose all interest if they were asked to devote their spare time to bullying recalcitrant and resentful pupils into a willy-nilly participation in physical or mental exercises. The teaching profession would express itself in unmistakable terms of opposition to any attempt to utilize existing voluntary agencies for the imposition of compulsory training. Mr. Blackwood has voiced opinions of which all authorities for education will do well to take heed.

Keeping Fit in Schools.

THE National Fitness Council for Scotland is in the act of launching an intensive propaganda involving posters, films, advertisements, demonstrations, public meetings, games tournaments, &c. The slogan, "Make Time to Play! Don't Grow Old Before Your Day!" is beginning to appear on hoardings all over the country. The Council has issued five different posters addressed to five important occupational groups. The poster for industrial workers shows, in the foreground, a steel worker opening the door of a blast furnace, and in the background the same worker engaged in boxing, running, bowling and other activities. Other posters similarly planned are meant to appeal to office workers, miners, rural workers and housewives, each poster to be shown predominantly in the district where its type of worker is most numerous. The housewife's poster will be shown everywhere. Smaller reproductions of the posters will be distributed to education authorities, voluntary associations and works managements. In addition, demonstrations are being organized and in these some 3,000 representatives of athletic and keep-fit associations are taking part. Propaganda in the summer will largely centre upon the Empire Exhibition for which extensive plans will shortly be announced.

The National Fitness Council for Scotland.

SPEAKING on "Education and Social Welfare," Mr. G. D. K. Owen, Lecturer in Citizenship in Glasgow University, said that a democratic society depended not only on a large supply of skilled workers, trained leaders and administrators of all kinds, but also on the capacity of its members to play a responsible part in social life. This capacity, and the capacity to engage in creative leisure activities, was largely a matter of the right kind of education. Educational policy, therefore, should be directed toward more responsible citizenship, increased sensibility and the creative use of leisure, as well as to improved vocational proficiency. In spite of the remarkable developments of recent years our public system of education left a good deal to be desired. The development of education in early childhood had not yet passed its experimental stage. The fundamental value of nursery schools had been demonstrated but only a minute fraction of the child population between the ages of two and five was provided for. The leaving age was to be raised but with such qualifications as

Education and Social Welfare.

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deprived it of half its value. There was a strong case for introducing a system of part-time day continuation classes for boys and girls between the ages of 15 and 18, and the prospective decline in the child population presented an opportunity to embark on reforms which would have seemed Utopian a generation ago.

A Homework Experiment.

MISS P. M. HIGGS, the Head Mistress of South Park High School, Lincoln, has found that homework done at school under supervision after ordinary school hours is unsatisfactory. In a report to parents she explains why, after a three term trial, the experiment is to be abandoned. Outstanding reasons for failure were fatigue, anxiety to get home to tea and inability to concentrate. The majority of the girls were too tired to do their best work, and were either inclined to dream the time away or tempted to rush too quickly through their work in a desire to get it over. The work that was done was often scamped or only half-learnt. But Miss Higgs does not propose the abandonment of homework. She still wants it done at home, and appeals to parents to co-operate with the school in providing as quiet an atmosphere as possible for home studies. Children should not be believed when they say that wireless is an aid to concentration. Her reasons for the decision that a certain amount of private study must be done are the intellectual value of independent work and the practical necessity of covering the syllabus in a given time. Most teachers would agree, though a not inconsiderable minority favour the entire abolition of homework.

Homework in Pembrokeshire.

PEMBROKESHIRE, at least, has ventured to attempt to give practical application to the Homework Report and its suggestions appear to be based on grounds of sound common sense. What does the Pembrokeshire Education Committee say? For secondary schools no homework for the very young; homework on only four evenings a week for older pupils; no extra school sessions for pupils taking School Certificate Examination —five ordinary school days a week should suffice; no over-pressure by specialists in the interests of their own subjects. For primary schools—no special coaching or Scholarship classes in preparation for the Special Places Examination, teachers to resist the pressure of parents for such coaching. Sound common sense—but opposed to a tradition and a system which is not based either on common sense or on a recognition of changed modern conditions. "Secondary Education for All" could be established if the country were willing to spend the money on it. But the term secondary would have to take on a wider and entirely different connotation —that of the Hadow Report in a developed form, including schools of a secondary standard, but different in type, for all children over 11. To send all such children on to secondary schools of the existing type would be just silly; no purpose would be served but a dangerous lowering of the existing standard. It needs lowering in some ways—notably in the pressure of archaic and overloaded examination requirements. To relieve pressure there must be public goodwill—especially amongst the teachers—and the establishment of a wider system of secondary education fed by a scientific and impartial system of selection.

Canadian Tours for Boys.

A TRUST fund of £25,000, created by Mr. William Harpham Rhodes, of Bradford, will enable fifty senior secondary school boys to visit Canada each summer for the next ten years, beginning this year. Twenty boys from London, and ten each from Glasgow, Birmingham and Bradford, will be selected. The tours will occupy four weeks—in August. A board of four trustees —chairmen of the respective education committees— has been appointed and Lord Baldwin will be patron. The boys selected will be between 17 and 19 years of age. The scheme, as the trustees say, is "an original and valuable development in educational experience and one which might with great advantage be followed in other parts of the country." If expense is a difficulty, tours in our own tight little island might be organized. Travel in all forms and to all places deserves every encouragement as an educational medium.

Agricultural Engineering at Oxford:

J. S. MILL told the University of St. Andrews that "a university is not a place for professional education." More emphatically he would have said that a university is not a place for an Institute for Research in Agricultural Engineering. Oxford University guilelessly accepted the offer of the Board of Agriculture in 1924 to provide and maintain such an Institute and has now been mulcted in damages amounting to £70,000 on account of fraudulent representations of the Director who was dismissed from the service of the University in 1931 and convicted. At the Congregation, the Vice-Chancellor made a full and candid statement of the involved transactions leading to this heavy penalty. The Ministry of Agriculture has been requested to make a contribution towards the payment of the damages which were settled by agreement to avoid litigation.

Applied Research in Universities.

THE details of this unfortunate case will not be of interest to readers of this *Journal*. We would urge however, that there should be investigation of all aspects of the matter, especially in relation to the methods of the Board of Agriculture. As to Oxford University, some tightening of administrative procedure should result. Some of the questions at issue are of interest to other universities. Whenever financial questions are introduced into the promotion of applied scientific research, difficulties arise. Various solutions have been attempted but the whole question would benefit from impartial investigation. In an ideal world, the industries should be financially responsible for adequate research and the co-operation of universities may be practicable without the serious risks incurred at Oxford. The case will be a warning to our universities to look a gift horse in the mouth, an inversion of proverbial philosophy containing much wisdom.

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Graduates and Appointments in Wales.

IN its last annual report the Appointments Board of the University of Wales announces that, during the year, it succeeded in placing 279 applicants, the highest number since 1925, in employment. Of these ninety-three (including fourteen women) were placed in non-teaching posts. In the previous year seventy-three were so placed—and it is said that the number of students entering the University with the aim of taking up professions other than teaching is on the increase. This is all to the good, for in the Welsh University, probably more than in any other, teaching has been predominantly the goal. The reasons for this are not far to seek. The Welsh secondary school system was established earlier, and developed more quickly than the English, at a time when young Welsh men and women had but little knowledge of the wider fields of professional employment other than in teaching, the Church and Medicine (reserved for the "well off" in the main). At the same time the new secondary school system was able to absorb almost all Welsh graduates in teaching posts. Now, thanks mainly to the Appointments Board, the ambitions of young Welsh graduates range over wider fields. The field of employment is necessarily more restricted in scope and variety in Wales than in England and the Appointments Board is striving valiantly to "make both ends meet"—at the one end there are young people entering the University to take up courses which are more or less traditional and long established, at the other extreme there are all the difficulties which confront employers, however well-meaning, who find it difficult to fit into their businesses young graduates of 21 or 22.

Oxford Labour Camps.

THE German labour camps have many admirers in this country. The Chairman of the Oxford Committee of the Universities Council of Unemployed Camps writes in a letter to *The Times* a glowing account of the work of Oxford students in this direction. At the Oxford camps, unemployed men spend the mornings in useful manual work such as archaeological excavation. For example, a Roman-British cemetery near Frilford was excavated last year. Afternoons are devoted to recreation. The unemployed men and undergraduates mix freely, sharing the same tents. The organization is entirely voluntary, and there is no suggestion of militarism or stern discipline. Cambridge has organized numerous labour camps. If the work is to be further developed, financial support must be forthcoming.

Leeds and Sheffield Universities.

LEEDS and Sheffield Universities have jointly appealed for increased grants to the West Riding Education Committee. Sir James Baillie, Vice-Chancellor of Leeds, reminded the Committee that Leeds suffered a decrease of grant of £6,000 in 1931, a serious embarrassment; and Dr. Pickard-Cambridge, of Sheffield, stressed the value of the University's scientific and medical research, including metallurgy and glass technology. Nearly half the income of Leeds University comes from the Treasury and local authorities. Legislation does not give proper guidance to local education authorities in this matter. By their nature, local authorities must give first attention to the educational needs of their own ratepayers. The exemption of industries from rates gives a strong claim for direct support to universities from industries for scientific industrial research. The relations between universities and local education authorities are not on a satisfactory basis and the problem should receive attention, as we have frequently urged, from the Board of Education and the Government.

Higher Civil Service.

A CORRESPONDENT in *The Times* on "The New Civil Servant" directs attention to the attempt to professionalize the training of civil servants. There is a tendency to rely less on pure classical and academic training, and to demand practical knowledge of trade and industry. The new subjects, we are informed, are not yet very popular with candidates. Some sample questions are quoted, for example, "Consider the suitability of Jarrow as a site for economical steel production." The subject of public finance was taken by four men and one woman and the questions quoted in this subject are of a severely technical character, more appropriate for distinguishing the merits of mature and experienced students of economics than of university students. This new development must complicate still further the problem of equating merit in students offering subjects over a wide range and the whole system of competitive examination for higher appointments may break down in consequence.

Southern Ireland.

THE "Free State" has legally ceased to exist and "Eire" means all Ireland. Teachers and schools would be glad if the name "Eire" also gave them the same salaries and grants as are paid in the North-Eastern corner. The demand for the restoration of "cuts" is growing very strong in the secondary schools, and especially those which are not managed by religious orders. Schools are being compelled to consider the reduction of already inadequate teachers' salaries. Overhead expenses are rising and there is no other way of getting more money. There has been a renewal of the discussions caused by the dates of school holidays in England. Has the adoption of those in use in Southern Ireland, namely the months of July and August, ever been considered? Schools re-open early in September. Parents then make *either* July *or* August their own holiday and this is a great alleviation of the holiday crush in August. The plan works quite well in the schools.

A scheme for teaching history which has proved successful in a senior school is outlined in an article by Marion E. Ibberson in *The Nelsonian* (No. 23, 1938). The author deals with various aspects of life in turn, "*through the ages*"; thus, games through the ages, transport through the ages, food and so on. In this way, a scheme for *A*, *B* and *C* classes covering three years' work is indicated. Advantages of the scheme are the openings for practical work it affords and the introduction to social history it provides.

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Reviews

A Miniature Encyclopaedia of Classical Literature

The Oxford Companion to Classical Literature

Compiled and Edited by Sir PAUL HARVEY. (7s. 6d. net. Oxford: Clarendon Press.)

It would be impossible, within the limits allotted here, to review adequately a volume of this character. The best thing to be done is, very briefly, to indicate its scope, and mention a few of its chief features. Constant reference to its pages will alone test its real value. Sir Paul Harvey's compilation contains over 900 closely printed columns in small type, and he has given us a miniature encyclopaedia rather than a classical dictionary on the old lines. He does not cater for specialists, but for the ordinary reader who, often puzzled by allusions to classical antiquity, does not know where best to find information in a succinct shape. This is the very book he needs. It is so well arranged that he will rarely look in vain for the help he desires. Historical, political, philosophical, literary, social, artistic matters are all briefly handled with great clearness and even with simplicity. Mythology, geography, antiquities—all these are more or less touched upon.

Famous authors are described under their own names, and some account is given of their chief works. The article on Plato, for example, is a good example of Sir Paul's method. He gives us, first of all, a biographical sketch; then mention is made of the principal dialogues; this is followed by notes on (*a*) Plato's philosophy, (*b*) his influence on subsequent thought, and (*c*) by a notice of the Thirteen Epistles. But that is not all. Should a reader desire information on some particular dialogue—the *Theaetetus* or the *Republic*, let us suppose—by turning to the special articles he will find some help in his difficulty. This is an excellent way, and it is pursued in other cases, *e.g.* in that of Virgil. Cross references will usually enable the reader to get at the special point he is investigating.

One thing we miss, and that is some indication of the best available translations (as well as editions) of the authors mentioned. In a few cases, *e.g.* in the article on Sophocles, this is done, but only in a few. If a user of this "Companion" turns to Demosthenes, he will find seven columns of matter, but nowhere (apparently) is he told about such an English rendering as that of C. R. Kennedy—which is by way of being a "classic" translation. Again, in the Horace article, it is little use to tell us that Bentley and Orelli produced famous editions (in Latin) of the poet; what the reader wants to know is where to find an adequate version. Conington's—still the best, on the whole—should have been mentioned, as Gifford's should have been named in the article on Juvenal.

Some writers of the "Decline" are given, among them theologians and letter-writers like Jerome and Augustine; but why no mention of Basil and the two Gregorys? *Pope* Gregory is indeed mentioned, in one of the best articles in the volume, "Texts and Studies." At the end of the book will be found various useful tables, maps and illustrations. So far as we have examined Sir Paul's painstaking work, we have nothing but praise for its general utility. And its moderate price, fortunately, puts the book within the reach of almost everybody.

An Interesting Autobiography

A London Home in the 90's

By M. VIVIAN HUGHES. (7s. 6d. Oxford University Press.)

This is the fourth volume of Mrs. Hughes's high-spirited and amusing autobiography. At the end of the third volume we left her broken by the death of her mother, just as she was preparing for her Final B.A. She was then a badly-paid assistant mistress at a private school in West Kensington. Dissatisfied with her position she took advice of her old friend, Mrs. Bryant, who luckily had just been asked to recommend a head for a projected training college for teachers at Bedford College. Being the only candidate she obtained the position without difficulty. Her account of how she created a system out of nothing except her memories of the vague training at Cambridge will be instructive to trainees to-day, as will be the size of her salary, £100 per annum, non-resident. The ingenuity, hard work and inexhaustible good humour she displayed laid the foundations of a great work. One of her greatest difficulties was the question of lodgings, there were so few for solitary females in that day.

She was sent to the Chicago Educational Conference as a representative and her account of the United States, its deficiencies and good points, appears very just. But, except as an opportunity for making contacts with other teachers, she considers educational conferences as a waste of time. Her other trip with two delightful old maids to Switzerland must have been enjoyable to all of them. It included Chamonix, Saas Fee and an unforgettable walk from Saas Grund over the Monte Moro pass, just to say she had set foot in Italy.

Her memories of Irving and Patti, of her marriage to a barrister at St. Andrew's, Holborn, where Disraeli was baptised at the age of 13, and of the Jubilee of 1897 will be most interesting to her coevals. Her early struggles as an inexperienced housewife with a delightful country maid, Emma, the birth and death of her first-born are all humorously or touchingly described. The book ends tragically with the early death of her husband. We look forward in her fifth volume to her account of her life as a widow with three young sons. One of her *obiter dicta* resembles so much the philosophy of Mr. Somerset Maugham that we feel it should be quoted: "The many follies I've committed in life didn't cause me half as much regret as the follies I never tasted."

"The Duke of Devonshire Prizes."—The prizes for the best essays on "Past and Present Manifestations of the Pioneer Spirit in the Empire," in connection with the competition held last year, have been awarded as follows: First Prize of ten guineas to J. F. Wilson, of Cheltenham College; Second Prize of five guineas to A. J. Hine, of Repton School; Third Prize of three guineas to Alastair I. Dunnett, of Fettes College. The competition, which was instituted in 1909 by The British Empire League, in memory of its first President, Spencer Compton Cavendish, Eighth Duke of Devonshire, is held annually and is open to the boys of the public schools throughout the country.

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Minor Notices

English, Poetry and Drama

From Caxton to Carlyle : Study of the Development of Language, Composition and Style in English Prose
By J. H. FRANCIS. (4s. Cambridge University Press.)

This should be a useful book for advanced course students of English. Its nine chapters contain representative selections of English prose from the fourteenth to the middle of the nineteenth century. A very helpful commentary follows each chapter.

A Primer of Literary Criticism
By G. E. HOLLINGWORTH. Second Edition. (2s. 6d. University Tutorial Press.)

For this second edition Miss Hollingworth has added a chapter on Literary Value, in which is examined in some detail the "comparative method" of assessing literary value. This makes the book still more useful as an introduction to the subject.

A Systematic Course of Précis-Writing
By J. COMPTON. Revised and Enlarged Edition. (2s. 6d. Harrap.)

A new and revised edition of a book that was first published twelve years ago. A fifth section, containing eight additional exercises, has been added.

An English Course for Everybody
By S. P. B. MAIS. Fourth Edition. (5s. Richards.)

This is a revised edition of a book that is already well known.

Through the Eyes of *The Times*
Compiled by H. S. GORDON and R. BENNETT. (2s. 6d. University of London Press.)

As a study in modern British journalism at its best this book should appeal strongly to post School Certificate forms. It contains some three dozen extracts selected from the issues of *The Times* over a period of a few months. They cover a great variety of topics, illustrating some of the many-sided interests that a modern paper serves. It is certainly a "live" book. The majority of the extracts are of more than passing interest.

Post-Certificate Exercises in English
By S. C. GLASSEY. (2s. Rivingtons.)

This is an eminently practical little book for post School Certificate forms. Each of the twenty-four lessons contains a good variety of useful exercises.

1. Sammy, a Young Canadian
By KATHLEEN CASLER.

2. Yoshio
By HELEN DICKSON.

3. Tales of the Zodiac
By HELEN DREVER.
(Story-Time Books, No. 58, 5d., Nos. 59 and 89, 6d. each. Nelson.)

For quality and price these books would be hard to beat. The account of the signs of the Zodiac, with its many illustrations, its apt quotations from Spenser, and its rhymes—that on page 55 is an uncommon version, as is also the jingling enumeration of the labours of Hercules—will fascinate children, every single one of whom ought to be familiar with these legends. In a different way *Yoshio* is quite as fascinating. A little Japanese boy, son of a fisherman, grows up in a Canadian community on the shores of British Columbia. He is gradually absorbed into this alien life, sharing in work and play with the Canadian children till he finally becomes one of themselves.

The Louie Swann Readers
Edited by L. LE T. SWANN. Grade IV. Book 1 : The Interesting Hour. Book 2 : The Delightful Hour. Book 3 : The Enjoyment Hour. Grade V. Book 1 : The Attractive Hour. Book 2 : The Silent Hour. Book 3 : The Welcome Hour. Grade VI. Book 1 : The Book-Lover's Hour. Book 2 : The Library Hour. Book 3 : The Reading Hour. (2s. each. Warne.)

The main material, adventures of schoolboys and girls—unusually light fare for class readers—is agreeably varied in Book I, Grade VI, by a chapter on snakes, in which several personal encounters with these reptiles are thrillingly narrated. Some of the outline figures, accompanying the limericks interspersed throughout the volumes, are however such grotesques as to be unpleasant to look at—note, in particular, the Chinese family in Book I, Grade IV, page 137.

1. Puff's Masterpiece
Arranged from R. B. Sheridan's "The Critic," by NORA RATCLIFF.

2. Kind Hearts and Coronets and The Castaways
By E. F. WATLING.
(The Nelson Theatre. 7d. each. Nelson.)

In commenting on these books in the February issue (page 114) the name of the publisher was inadvertently omitted.

Discovering Drama
By ELIZABETH DREW. (7s. 6d. net. Cape.)

This is an interesting study in the twofold problem the dramatist has to face—to achieve success as a craftsman and as an artist. Drama is discovered to be a mongrel form of literature : it differs from the pure forms of literature, such as the epic, the lyric, the essay, in that its medium is different. Drama is defined as *the creation and representation of life in terms of the theatre*. Hence the early chapters consider how the Greeks, the Elizabethans, and the Moderns have approached the problems of stage technique. The later chapters discuss the relation between drama and life, to what extent and by what means the dramatist succeeds in turning life into art, through comedy, tragedy and poetry.

Humour in Verse : an Anthology
Compiled by W. E. SLATER. (2s. Cambridge University Press.)

A surprisingly large number of authors is represented in this anthology, though some are accorded only a few lines. The choice is good and catholic. Notable among modern poems are Guy Boas's "Chocolates" and Martin Armstrong's "Miss Thompson Goes Shopping."

An End and a Beginning and Other Plays
By NAOMI MITCHISON. (5s. net. Constable.)

These twelve narratives—a simple introduction to world history—owe their inspiration to Eileen Power's popular school talks for the B.B.C. They were originally produced by the B.B.C. as illustrations for their afternoon School Talks. There should be a welcome for them in this more permanent form.

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OXFORD BOOKS

THE LITTLE OXFORD DICTIONARY

Compiled by GEORGE OSTLER. Second Edition. Revised and Supplemented by J. COULSON. *Size 5 by 3½ in. Pp. 636, bound in red cloth boards.* **1s. 6d.** *Also in blue cloth with gilt lettering.* **2s.** *net.*

This is the smallest member of the 'Oxford Dictionaries' family, and first appeared in 1930. It is adapted from the *Concise Oxford Dictionary*, and contains five Appendices: (*a*) Pronunciation of Proper Names; (*b*) Abbreviations; (*c*) Forms for Ordinary Letters; (*d*) Weights and Measures; (e) Moneys.

'This little book is, in truth, something of a wonder. Its range, first of all, is astonishing; it includes so large a proportion of modern colloquialisms; Americanisms; new scientific and technical terms; foreign words and phrases; sporting terms and slang. Next the compactness and minuteness and number of its guiding marks and other indications cannot be overpraised. In particular, with this book in one's pocket one should never be at a loss for the right pronunciation.'—'Notes and Queries,' reviewing the First Edition.

THE OXFORD COMPANION TO CLASSICAL LITERATURE

Compiled and edited by Sir PAUL HARVEY.
Pp. 480, with 6 plates and 8 maps. **7s. 6d.** *net.*

The author of the *Oxford Companion to English Literature* has made a similar but briefer guide to Classical literature and to that large part of modern European literature which abounds in classical allusion. The work is designed as a dictionary of Greek and Roman literature, and pays particular attention to classical allusions in English literature. Historical, archaeological, or geographical entries which have no special literary associations are excluded, or are given a minimum of space. On the other hand, the work includes an account of all plays, poems and prose works; lives of authors and historical figures; general and particular articles on classical mythology, geography and economics, in so far as they are important in Classical literature.

'It gives wonderful value at the price.'—THE A.M.A.

THE SILENT SOCIAL REVOLUTION

An Account of the Expansion of Public Education in England and Wales 1895-1935. By G. A. N. LOWNDES, an Assistant Education Officer of the L.C.C.
Pp. 288, with many photographs, statistical charts and diagrams. **6s.** *net.*

This book deals with the expansion of the public system of education in England and Wales and the social and economic changes brought about by that expansion during the past forty years. It begins with a description of the state of public education in 1895, and then proceeds to trace the social, economic and political forces which have been at work in the expansion of Secondary and Technical Education, the rise of the School Medical Service, and the gradual 'coming to life' of elementary Education. The final chapter reviews in historical perspective the contribution which the schools have made to national life, socially and in the economic sphere.

'. . . They will find the reading a most agreeable task, and they will want to keep the book itself by them for reference on many future occasions.'—EDUCATION.

'An outstanding book, written with charm, sympathy and insight. . . .'—THE TEACHERS WORLD.

'. . . a remarkable book. . . .'—THE SCOTTISH EDUCATIONAL JOURNAL.

OXFORD UNIVERSITY PRESS
Amen House **London, E.C. 4**

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Geography

Cotswold Country : a Survey of Limestone England from the Dorset Coast to Lincolnshire

By H. J. MASSINGHAM. (The Face of Britain.) (7s. 6d. net. Batsford.)

Those who have read and enjoyed *English Downland* will welcome this companion volume on the Jurassic scarplands. Throughout this region there is an intimate relationship between the underlying strata and the homes and occupations of the inhabitants. There is probably no other geological formation so rich in domestic architecture as the Oölitic limestone which extends as an almost unbroken tract from Burton Bradstock on the Dorset coast to the precipitous cliffs of north Yorkshire. The Cotswolds alone retain numerous relics and modernized revivals of the old industries which flourished when the prosperity of the wool trade made this one of the wealthiest countrysides of England. Nevertheless, other parts of the Jurassic region are also of special interest to geographers, and it is to be hoped that when a second edition of this excellent book is published it will be possible to include a description of the abbeys, farms, moors and coast of the great Oölitic plateaux of north Yorkshire.

Geography for To-day

Book 2 : The Southern Continents. (4s. net. Longmans.)

The authors and editors of this book are to be congratulated on producing an interesting, readable and beautifully illustrated account of the southern continents. Appropriate questions of School Certificate standard are given for every chapter.

The Inner Gate : a Regional Study of North-West Kent

By E. H. CARRIER. (3s. 6d. Christophers.)

This is an interesting study of the district which lies between the Thames estuary and the Pilgrims' Way. Physical, historical and economic conditions are reviewed and there are three appendices for the use of students.

History

A History of Canada : for High Schools

By J. BINGAY. Reprint. (7s. 6d. Toronto : Nelson.)

The third reprint of a popular and attractive high-school text-book first published in 1934. It is easily the best available at the present time. Its illustrations are numerous : in all of them the intention is good. But in many of them the execution leaves much to be desired. The blocks are obviously worn out.

Immigration into Eastern Australia, 1788–1851

By D. R. B. MADGWICK. (12s. 6d. net. Longmans.)

Dr. Madgwick's little book is the fruit of researches carried out for the most part at Oxford (where he secured his doctor's degree) and in London. Treating lightly of the early convict settlements in New South Wales, it devotes its main attention to the assisted emigration from the British Isles, under the influence of Gibbon Wakefield, which marked the period 1832–51. It shows how extremely unfit most of the subsidized immigrants were to withstand the hardships of pioneer work in Australia, and how intensely the older settlers resented their intrusion.

Czechoslovakia

By HEBE SPAULL. (Life in Other Lands.) (1s. 6d. net. Student Christian Movement Press.)

Masaryk of Czechoslovakia : a Life of Tomas G. Masaryk, First President of the Czechoslovak Republic

By D. A. LOWRIE. (3s. 6d. net. Oxford University Press.)

These books admirably supplement one another. Miss Spaull, eminent for her work in the cause of international peace, gives a pleasing picture of life in the new Central European Republic. Mr. Lowrie, the first edition of whose Life of Masaryk appeared seven years ago, completes his study to the death of the great President, and gives a general estimate of his career.

Music

Sing and Play

By NESSIE ELDER. (1s. 9d. Chambers.)

Ear Training Through Song

By MABEL CHAMBERLAIN. (2s. 6d. Oxford University Press.)

Two admirable books suitable for infants and juniors. " Sing and Play " contains both rhythmic nature pictures and singing games. Simple words and movements are used, and the accompaniments are well within the capacity of the average pianist. Miss Chamberlain's book, designed to introduce both voice and ear training to young children, is also a genuine attempt to secure an expressive and musicianly performance of the songs learnt. There are songs for voice training and expression, echo songs, songs for learning the scale and songs for percussion band, all of them attractively tuneful, with accompaniments making no great demand upon the pianist, and provided with very practical hints upon their presentation and practice. Rightly used, this book should produce the happiest results.

Songs that Made History

By H. E. PIGGOTT. (3s. 6d. net. Dent)

This book is based on a series of broadcast talks given by the author last year, when he traced the origin and history of many famous songs which became an inspiration to action in times of crisis. Among them are " Lilli-burlero " and other Irish songs, some American songs, " La Marseillaise," and " God Save the King." Mr. Piggott prints the " Ayre," by John Bull, which is frequently named, and with apparent justification, as the source of our National Anthem, though he adds the reservation that even this may have been an arrangement of a popular tune of the day. The book contains much valuable information for the singing class teacher, and it would be a popular addition to the school library.

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ESA

CATALOGUES OF

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The Journal of Education

THE APRIL, 1938, ISSUE will contain

THE SCHOOL CERTIFICATE EXAMINATION and the GROUP SYSTEM

(*a*) The Memorandum and recommendations of the Joint Advisory Committee of the A.E.C. and the Four Secondary Associations.

(*b*) The Appendix giving a Summary of the Recommendations.

(*c*) A Symposium of the Views of Experts.

(*d*) A Leading Article dealing with the whole question.

Advertisements for this number are now being booked.

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Psychology

Measuring Intelligence.—A Guide to the Administration of the New Revised Stanford-Binet Tests of Intelligence, By Lewis M. Terman and Maud A. Merrill.

In the review of this book in the January issue we mentioned in connexion with the test material that this would be available shortly. The publishers, Messrs. George G. Harrap & Co., Ltd., of 182 High Holborn London, W.C. 1, inform us that this material has been available for some time and they will gladly send full particulars upon application.

Junior School Grading Test

Prepared by Dr. W. P. ALEXANDER. (4d.) Handbook of Instructions for Administering and Scoring, with Norms of Performance (9d. net.) Specimen Set. (1s.) (University of London Press.)

This group test should be very useful to the heads of large junior schools who wish to grade according to ability the children who come to them at the age of 7 or 8. It consists of three sub-tests, all known to be highly saturated with *g*, and in each test many of the items can be done correctly by children who cannot read, while good readers can show their knowledge and reach a higher score. Norms for mental age are given in the *Handbook*.

Understanding our Children

By EDITH E. R. MUMFORD. (3s. 6d. Longmans.)

Several generations of parents and teachers have got help and inspiration from Mrs. Mumford's earlier book, *The Dawn of Character in the Mind of the Child*. This is now out of print, and has been replaced by the present volume, which incorporates much of the old and also contains new sections reflecting the increased knowledge of child development which modern psychology has given. The style is as simple as before, and every chapter is amply illustrated by examples from child life.

Remedial Reading: a Monograph in Character Education

By MARION MONROE, B. BACKUS and Principals, Counsellors, and Teachers of the Washington, D.C. Public Schools. (4s. 6d. net. Harrap.)

This book was undertaken as part of a programme of character-training because it was found that a large number of the children who were reported as " difficult " had failed to adjust themselves happily in school owing to special disability in reading. Experimental remedial work was undertaken in eight different schools and the results were measured as carefully as possible. The full report given in this little book will be helpful to English teachers faced with the same problem.

Science

Mechanics

By Prof. W. F. OSGOOD. (21s. net. New York: Macmillan.)

Prof. Osgood, of Harvard, has written this book on *Mechanics* as the result of his experience extending over more than forty years and has produced a work which deserves high praise. It serves as a careful and thorough introduction to the subject and the principles are clearly illustrated by numerous examples, many of which are interesting of themselves. The earlier part of the book is fairly elementary, but later chapters deal with more advanced questions such as Lagrange's equations and Hamilton's principle.

1. Fish Who Answer the Telephone and Other Studies in Experimental Biology

By Prof. Y. FROLOV. (6s. net. Kegan Paul.)

2. Animals and Men: Studies in Comparative Psychology

By Prof. D. KATZ. (12s. 6d. net. Longmans.)

Animal behaviour is the theme of both these books. (1) Deals more with re-actions to external stimuli, and with educability ; and will appeal to the general reader by its simplicity. (2) Gives greater attention to the psychological side of the phenomena, and is difficult for those unfamiliar with the psychologist's vocabulary.

Cosmological Theory

By Dr. G. C. MCVITTIE. (2s. 6d. net. Methuen.)

The monograph by Dr. McVittie is of great interest at the present time, and should make a strong appeal to the advanced student. *Cosmological Theory* is of recent development, having arisen as a branch of general relativity. It deals with the structure of matter as revealed in the extremely massive extra-galactic nebulae. The whole physical universe is considered as a single system the features of which are the subject of investigation. The first chapter deals with the observational material, the second with the tensor calculus, the third with the fundamental ideas of the general theory of relativity. These principles are then applied to give a theory of the universe as a whole and the fourth chapter describes the expanding universe. Finally the kinematical theory of the universe is developed though the treatment is different from that in which it was originally stated by Prof. E. A. Milne.

Lectures on the Mathematical Theory of Electricity

By F. B. PIDDUCK. (7s. 6d. net. Oxford: Clarendon Press.)

The *Treatise on Electricity*, by Mr. F. B. Pidduck, is well known and has been widely used. These lectures on the mathematical theory may be regarded as supplementing the earlier volume or other similar text-books. Consequently it does not profess to give a complete treatment of the subject. Much of the matter is interesting and suggestive. In spite of the author's desire " not to repeat what every student must see elsewhere," the reviewer is of the opinion that the book would be improved by expansion and more detailed descriptions.

A Manual of Physical Measurements

By Prof. A. ZELENY and Prof. H. A. ERIKSON. Sixth Edition. (12s. 6d. McGraw-Hill Publishing Co.)

This manual contains an outline of the laboratory experiments given in the courses in general physics at the University of Minnesota. Most of the experiments in the earlier part of the book are such as would be carried out in this country by Intermediate Science students, but there is a section entitled Electricity II which contains more advanced measurements in this branch of physics. The experiments are well chosen and the instructions are clear and well adapted for their purpose.

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ERROR OF DATE EXAMINATION PAPERS

In Messrs. Eyre & Spottiswoode's advertisement of the University of London Examination papers (see our February issue) 1938 was printed instead of 1937. The announcement referred to the special University Entrance Examination Papers for May, September, and December, 1937

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★ The following numbers of *The Journal of Education* are out of print: All copies before Jan., 1915; Oct. and Nov., 1916; Jan., Feb., March, May and June, 1919; May, 1920; Jan., 1932; April, 1935.

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New Members receive in return for the Entrance fee: **The Principles of the I.P.A., What is Phonetics?** by H. E. Palmer, and **La Phonétique appliquée à l'Enseignement de la Lecture**, by P. Passy.—List of other publications and prices and back numbers of Le Maître Phonétique (from 1889) on application.

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APRIL 1, 1938. VOL. 70. No. 825.

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The Teaching of Art in Senior Schools.
By A. B. ALLEN. (4s. 6d. net. Warne.)

A Manual on Drawing and Painting Children
By L. A. DOUST. (3s. 6d. net. Warne.)

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BIOGRAPHY

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Cleopatra: the Story of a Queen
By E. LUDWIG. Translated by B. MIALL. (12s. 6d. net. Allen & Unwin.)

The Happy Isles: the Story of Swedenborg
By E. A. SUTTON. (3s. 6d. net. Dent.)

An Inspector's Testament
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Terms and Vacations
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Map-Makers
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CLASSICS

Selected Letters of Pliny
Edited by Prof. H. MCNEILL POTEAT. (3s. Heath.)

A Basic Latin Vocabulary
By W. F. GOSLING. (2s. University of London Press.)

The Oxford Book of Greek Verse in Translation
Edited by T. F. HIGHAM and C. M. BOWRA. (8s. 6d. net. Oxford: Clarendon Press.)

Greek and Latin Versions
By W. SHEWRING. (7s. 6d. net. Dent.)

The Wrath of Achilles
Translated from Iliad I, XI, XVI–XXIV, with a Note on the Metre by S. O. ANDREW. (6s. net. Dent.)

ECONOMICS

Lament for Economics
By BARBARA WOOTTON. (6s. net. Allen & Unwin.)

Economics: an Introduction to Fundamental Problems
By A. H. SMITH. Revised Edition. (McGraw-Hill Series in Social and Commercial Studies.) (10s. McGraw-Hill Publishing Co)

EDUCATION

Secretarial Assistance in Teachers' Colleges and Normal Schools
By Dr. L. J. BENNETT. (Contributions to Education, No. 724.) ($1.60. New York: Bureau of Publications, Teachers' College, Columbia University.)

A Newspaper Unit for Schools
By B. J. R. STOLPER. Revised and Enlarged. (35 cents. New York: Bureau of Publications, Teachers' College, Columbia University.)

We Live and Learn: Addresses on Education
By Sir JOSIAH STAMP. (7s. 6d. net. Macmillan.)

1. The Rural School in Australia
Edited by Dr. P. R. COLE.

2. Juvenile Delinquency, with Special Reference to Institutional Treatment
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(Educational Research Series, Nos. 49 and 50.) No. 49: 10s. net. No. 50: 3s. 6d. net. Melbourne University Press in association with the Oxford University Press.)

The Strife of Tongues
By Prof. I. L. KANDEL. (1s. 6d. net. Melbourne University Press, in association with the Oxford University Press.)

Independent Study in the Lower Division at Stanford University, 1931–37
By Prof. E. E. ROBINSON. (7s. net. Stanford University California: Stanford University Press. London: Oxford University Press.)

Kinderfürsorge jenseits unserer Grenzen
By Dr. R. WEILAND. (RM 3.30 Price abroad, RM 2.47. Weimar: Hermann Böhlaus.)

Educational Yearbook of the International Institute of Teachers College, Columbia University, 1937
Edited by Prof. I. L. KANDEL. ($3.70. New York: Bureau of Publications, Teachers' College, Columbia University.)

International Institute Examinations Inquiry: A Conspectus of Examinations in Great Britain and Northern Ireland
By Sir PHILIP HARTOG, with the assistance of GLADYS ROBERTS. (3s. 6d. Macmillan.)

A Student's History of Education: Our Education To-day in the Light of its Development
By F. P. GRAVES. Revised Edition. (10s. net. New York: Macmillan.)

The Charity School Movement: a Study of Eighteenth Century Puritanism in Action
By M. G. JONES. (21s. net. Cambridge University Press.)

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The British Isles
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(*Continued on page 160*)

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SUPPLEMENT TO
THE JOURNAL OF EDUCATION
No. 824 MARCH 1, 1938

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DIRECTORY OF EDUCATIONAL ASSOCIATIONS

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THE object is stated only when this is not obvious from the title or not known by general repute. Then follow—(*a*) The membership total, (*b*) the yearly subscription, (*c*) the Society's organ, (*d*) the telegraphic address, (*e*) the telephone number, (*f*) the date and place of next annual meeting, (*g*) the (honorary) secretary's name and office address.

Professional bodies holding a qualifying entrance examination for membership or fellowship are distinguished thus :

[Fellow, F..... ; Associate, A.....]

Entries referring to " Appointments Boards," " Training of Teachers," " University Extension," will be found under these sub-headings.

Two changes in the List should be noted :

International Congress of Moral Education. In last year's Directory it was announced that this would be held in 1938. But Mr. F. J. Gould, who acted as British Correspondent, now reports—" This Congress is practically expired. Best to omit."

The Institute of Hygiene is now styled " The Royal Institute of Public Health and Hygiene."

We owe our best thanks to secretaries for their promptitude in correcting slips.

In the subjoined list, in addition to societies and associations directly concerned with educational activities, a certain number of other societies are included. Almost all such institutions, however, hold examinations or require other educational qualifications for membership, and have, therefore, direct relationship with school or university work.

Accountant-Lecturers' Association.
Mr. M. Moustardier, F.S.A.A., F.C.I.S., 69 Downs Road, E. 5.

Accountants, Chartered, in Ireland, Institute of.
[Fellow, F.C.A. ; Associate, A.C.A.[375. Fellow, £6 6s. ; Associate in Practice, £4 4s. ; Associate not in Practice, £1 1s. (*e*) Dublin 44826. (*f*) May, 1938. Mr. Wm. Edmiston Crawford, F.C.A., 41–42 Dawson Street, Dublin, C. 2. Joint Secretary, Mr. Hugh Stevenson, F.C.A., 49 Donegall Place, Belfast.

Accountants and Auditors, Incorporated Society of.
[Fellow, F.S.A.A. ; Associate, A.S.A.A.] 7,200. 10s. 6d. to £6 6s. (*c*) Own *Journal*. (*d*) Incorpac, Estrand. (*e*) Temple Bar 8822. (*f*) May, 1938, at Incorporated Accountants' Hall. Mr. A. A. Garrett, M.B.E. Incorporated Accountants' Hall, Victoria Embankment, London, W.C. 2.

Accountants, Institute of Chartered, in England and Wales.
[Fellow, F.C.A. ; Associate, A.C.A.] 12,792. Fellows : London, £5 5s. ; Country, £3 3s. ; Associates, £2 2s. and £1 1s. (*c*) *The Accountant*. (*d*) Unravel, Ave., London. (*e*) Metropolitan 6731. (*f*) May 4, 1938, at Hall. R. W. Bankes, C.B.E., Moorgate Place, E.C. 2.

Accountants, Corporation of. (Incorp. 1891.)
[Fellows, F.C.R.A. or C.R.A. ; Associates, A.C.R.A.] 2,100. £3 3s. (*c*) *The Corporate Accountant*. (*d*) Confirm. (*e*) Central 4100–4101. (*f*) March 16, 1938. Mr. J. Stirling Brown, 137 West George Street, Glasgow.

Actuaries, Institute of.
[Fellow, F.I.A. ; Associate, A.I.A.] 1,600. Fellow, £3 3s. ; Associate, £2 2s. ; Student, £1 1s. (*c*) Own *Journal*. (*e*) Holborn 1710. (*f*) First Monday in June. Mr. A. H. Shrewsbury and Mr. F. A. A. Menzler, B.Sc. ; Assistant Secretary, Mr. S. H. Jarvis, Staple Inn Hall, W.C. 1.

Adult Education, British Institute of.
(Great Britain and Northern Ireland.) Promote Adult Education in society. 575. 10s. to £2 2s. (*c*) *Adult Education*. (*e*) Euston 5385–6. (*f*) Oxford, September 16–19. Mr. W. E. Williams, 29 Tavistock Square, W.C. 1.

Adult Education, World Association for.
To promote co-operation between adult educational institutions. 1,500. 6s. (*c*) *Quarterly Bulletin*. (*d*) Worladult, Westcent, London. (*e*) Museum 0867. Miss Dorothy W. Jones, 16 Russell Square, W.C. 1.

Adult Religious Education.
500. 2s. 6d., or 5s. with magazine. (*c*) *The Bible and Modern Religious Thought*. (*e*) Livingstone 2358. (*f*) January, 1939. Miss M. West, Penybryn, 15 Fox Hill, Norwood, S.E. 19.

Adult School Union, National.
Adult education and social service. 33,301. (*c*) *One and All*. (*d*) Aduscolun, phone, London. (*e*) Museum 5492. (*f*) March 5–6, 1938, Friends House, London. Mr. George Peverett, 30 Bloomsbury Street, W.C. 1.

Agricultural Examination Board, National.
[Agriculture, N.D.A.] Apply to the Secretary, Royal Agricultural Society of England, 16 Bedford Square, W.C. 1 ; or Secretary, Highland and Agricultural Society of Scotland, 8 Eglinton Crescent, Edinburgh, 12.

Alliance Française.
Association Nationale pour la propagation de la langue française dans les colonies et à l'étranger. 101 Boulevard Raspail, Paris.

Allied Schools Agency, Ltd.
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American University Union.
To serve as a bond between the Universities of the United States and those of European nations. Students and graduates of American universities become automatically members. (*e*) Museum 5077. Mrs. D. R. Dalton, 1 Gordon Square, W.C. 1.

Anglo-Belgian Union, Educational Sub-Committee.
800. £1. (*c*) Own *Report*. (*e*) Regent 3367. Mr. Algernon Maudslay, C.B.E., 3 Old Burlington Street, W. 1.

Anglo-Danish Students' Bureau.
To give information on university and general educational matters. (*e*) Museum 4108. Mr. J. H. Helweg, 98 Great Russell Street, W.C. 1.

Anglo-German Academic Bureau. Branch Office of the Deutscher Akademischer Austauschdienst.
Exchange schemes for school children, students, teachers, and librarians. Information on educational and literary matters in Germany. German lending and reference library. 6,000 books. Subscription, 10s. ; students, 7s. 6d. (*c*) *Geist der Zeit*. (*d*) Angerab, Westcent, London. (*e*) Museum 6112–4. 45 Russell Square, W.C. 1.

Apothecaries of London, Society of.
Licence (L.M.S.S.A.) ; Post-Graduate Diploma, Master of Midwifery (M.M.S.A.) ; Certificate, Assistants in Dispensing. (*e*) Central 1189. Group-Captain Henry Cooper, D.S.O., M.A., M.R.C.S., L.R.C.P., Registrar, Apothecaries' Hall, Water Lane, E.C. 4.

APPOINTMENTS BOARDS.

University of Birmingham.
(*e*) B'ham, Cent., 8541. Mr. D. J. Cameron, M.A., The University, Edmund Street, Birmingham.

University of Cambridge.
(*d*) Appointments, Cambridge. (*e*) 54242 (2 lines). Mr. O. V. Guy, D.S.O., M.C., M.A., Secretary ; Assistant Secretaries : Mr. A. L. Maycock, M.C., M.A. (Education) ; and Mr. W. N. C. van Grutten, O.B.E., M.C., M.A., A.M.Inst.C.E. (Engineering). Lensfield, Cambridge.

Durham Colleges.
(*d*) University Offices, 46 North Bailey, Durham. (*e*) Durham 744. Registrar, University Offices, 46 North Bailey, Durham.

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University of Edinburgh.
2s. 6d. (*e*) 41001. Appointments Office, University of Edinburgh.

University of Glasgow.
(*e*) Western 3999. Mr. J. Thomson, M.A., B.Sc., Ph.D., F.R.S.E., The University, Glasgow.

University of Leeds.
(*d*) Leeds University. (*e*) Leeds 20251. Mr. W. R. Grist, B.Sc. (Lond.), The University, Leeds, 2.

University of London.
5s. (*d*) Appointments Board, University, London. (*e*) Museum 6343–4. Mr. H. J. Crawford, B.A., Senate House, University of London, W.C. 1.

University of Oxford.
(*d*) Appointments, Oxford. (*e*) Oxford 3225. Mr. H. B. Moore, M.C., Secretary; Mr. E. A. Greswell, Educational Secretary, 36 Beaumont Street, Oxford.

University of St. Andrews.
(*e*) St. Andrews 35. Mr. David J. B. Ritchie, B.L., The University, St. Andrews.

University of Sheffield.
To advise students and prospective students. (*d*) University, Sheffield. (*e*) 24071. Mr. F. Orme, M.Met., The University, Sheffield, 10.

University of Wales.
5s. (*d*) University, Cardiff. (*e*) 1776–1777. Mr. J. H. Lloyd, M.Sc., University Registry, Cathays Park, Cardiff.

Archaeological Aids Committee. Association for Reform of Latin Teaching.
To supply visible and tangible aids to the teaching of antiquity in schools. 10s. 6d. (*c*) *Latin Teaching*. Miss C. Billing, Arncliffe, Nightingale Road, Guildford, Surrey.

Architects, Royal Institute of British.
[Fellow, F.R.I.B.A.; Associate, A.R.I.B.A.; Licentiate L.R.I.B.A.] 1,772 Fellows, £5 5s.; 3,908 Associates, £3 3s.; 2,333 Licentiates, £3 3s. (*c*) Own *Journal*. (*d*) Ribazo, Wesdo, London. (*e*) Welbeck 5721. (*f*) May 9, 1938, London. Sir Ian MacAlister, M.A., 66 Portland Place, London, W. 1.

Architectural Education, Board of, Royal Institute of British Architects.
(*d*) Ribazo, Wesdo, London. (*e*) Welbeck 5721. Mr. Everard Haynes, B.A. (Oxon), 66 Portland Place, London, W. 1.

Art Masters, National Society of.
[Fellows, F.S.A.M.] 1,100. £1 11s. 6d. (full-time teachers); 15s. (part-time). Probationary Members, 10s. 6d. (*c*) Own *Journal*. (*e*) Euston 2151. (*f*) January, 1939. Mr. R. Radcliffe Carter, R.B.S.A., 29 Gordon Square, W.C. 1.

Art Teachers' Guild.
For those interested in the teaching of Art. 375. Full, a minimum of 15s.; Junior, 10s.; Student, 5s. (*c*) *The Record*. (*f*) January, 1939. Miss M. Lenn, 14 Gordon Square, W.C. 1.

Arts, Royal Society of.
Mr. K. W. Luckhurst, M.A., 18 John Street, Adelphi, W.C. 2.

Assistant Masters in Secondary Schools, Incorpd. Association of.
12,000. £1 11s. 6d. (*c*) *The A.M.A.* and *Year Book*. (*d*) Incorama, Westcent, London. (*e*) Euston 2151–8. (*f*) January, 1939, Plymouth. Mr. G. D. Dunkerley, B.Sc., A.R.C.S., Gordon House, 29 Gordon Square, W.C. 1.

Assistant Mistresses in Secondary Schools, Association of (Incorporated).
8,800. £1; Associate, 1s. (*e*) Euston 2151–4. (*f*) January, 1939, University College, London. Mrs. Gordon Wilson, Gordon House, 29 Gordon Square, W.C. 1.

Associated Board, The, of The Royal Schools of Music, London (The Royal Academy of Music and The Royal College of Music), For Local Examinations in Music.
(*d*) Associa, London. (*e*) Museum 4478. (*f*) July, 1938. The Secretary, 14 and 15 Bedford Square, London, W.C. 1.

Authors, Playwrights and Composers, Inc. Society of.
3,000. £1 10s. (*c*) *Author, Playwright and Composer*. (*d*) Autoridad, Westcent, London. (*e*) Museum 1664 (2 lines). Mr. D. Kilham Roberts, 11 Gower Street, W.C. 1.

Bankers, Institute of.
[Certificated Associate (Cert. A.I.B.] 38,000. 10s. 6d. to £2 2s. (*c*) Own *Journal*. (*e*) Avenue 3531 (3 lines). (*f*) May 18, 1938, at office. Mr. Maurice Megrah, 11 Birchin Lane, E.C. 3.

Blind, College of Teachers of the.
600. 10s. (*c*) *The Teacher of the Blind*. (*e*) Primrose 2266–9. (*f*) June, 1938, London. Mr. J. M. Ritchie, M.A., Ph.D., School for the Blind, Swiss Cottage, N.W. 3.

Board of Education.
(*e*) Whitehall 4300. Sir M. G. Holmes, K.C.B., O.B.E., Whitehall, S.W. 1.

Board of Education Library.
Open Monday to Friday, 10–5; Saturday, 10–1. King Charles Street, Whitehall, S.W. 1.

Book-Keeping Teachers, Association of (Ltd. by Guarantee).
[Fellow, F.B.T.; Associate, A.B.T.; Member, M.B.T.] 500. Fellows, 12s. 6d.; Associates, 10s. Members, 5s. (*c*) *The Book-keepers' Magazine*. (*e*) Gillingham (Kent) 5765. (*f*) February 18, 1939, Essex Hall, Essex Street, London. Mr. W. J. A. Knight-Rawlings, F.C.I.S., 109 Rock Avenue, Gillingham, Kent.

British and Foreign School Society.
Training of teachers and the promotion of education generally. £1 1s.; Life, £10 10s. (*e*) Holborn 9404. Mr. G. W. Knowles, 40 Chancery Lane, W.C. 2.

British Institute in Paris.
(*e*) Regent 6979. 1 Old Burlington Street, W. 1, 6 rue de la Sorbonne, Paris.

Celtic Studies, University Board of.
10s. (*c*) Own *Bulletin*. (*e*) 1776–1777. Mr. Jenkin James, O.B.E., M.A., University Registry, Cathays Park, Cardiff.

BOOKS FOR STUDENTS.

National Central Library, Malet Place, London, W.C. 1.
Lends books through local public, county, or university libraries. Books in print costing less than 8s., fiction, and the set text-books required for examinations are *not* supplied. Every endeavour is made to supply any other type of book, pamphlet, or periodical. No charge, other than the cost of postage, is made for the loan of books. Applications must be made through the librarian of the local library and not direct to the National Central Library.

British Association for the Advancement of Science. (With which is Incorporated The British Science Guild.)
To give a stronger impulse and a more systematic direction to scientific inquiry; to promote the intercourse of those who cultivate Science in different parts of the British Empire with one another and with foreign philosophers; to obtain more general attention for the objects of Science and the removal of any disadvantages of a public kind which impede its progress.
About 9,000. Life, £10 10s.; Annual, £1 10s. and £1 1s. (*c*) *Annual Report*. (*d*) Sciasoc, Piccy, London. (*e*) Regent 2109. (*f*) September, 1938. Dr. O. J. R. Howarth, O.B.E., Burlington House, W. 1. Educational Science Section: Mr. A. Gray Jones, M.A., B.Litt., 29 Gordon Square, W.C.1.

Bureau of Education, The International.
To serve as a clearing-house for educational information and to promote international relations in the field of education. The members are government representatives. (*c*) Own *Bulletin*. (*d*) Intereduc, Geneva. Miss Marie Butts, Palais Wilson, Geneva.

Business Education, International Society for.
4,000. Collective members, 25 francs (Swiss); individual members, 3 francs (Swiss). (*c*) *International Review for Business Education*. (*e*) Zürich 49630. (*f*) Congress, Berlin, July 24–29, 1938. Dr. A. Lätt, Zollikon, Zürich, Switzerland.

Cadet Association, Public Secondary Schools.
43 Affiliated Corps. 12s. 6d. per Corps. (*c*) *Camp Magazine*. (*f*) January, 1939, in London. Cadet-Major G. R. Gibbs, Royal Orphanage School, Wolverhampton.

Cambridge Local Examinations.
(*d*) Syndicate, Cambridge. (*e*) 3979. Secretary of Local Examinations, Syndicate Buildings, Cambridge.

Carnegie United Kingdom Trust.
(*d*) Ameliorate, Dunfermline. (*e*) Dunfermline 398. (*f*) March 4, 1938, Dunfermline. Lt.-Col. J. M. Mitchell, C.B.E., LL.D., Comely Park House, New Row, Dunfermline.

Catholic Colleges, Conference of.
202. £3 3s. Very Rev. Mgr Gonne, M.A., St. Bede's College, Manchester.

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Central Employment Bureau for Women and Students' Careers Association (Incorporated).
To give advice to educated women on the subject of careers, training, and suitable work. (*c*) *Women's Employment.* (*d*) Centembur, Westcent, London. (*e*) Museum 7396. Miss E. R. W. Unmack, M.A., 54 Russell Square, W.C. 1.

Central Schools (Selective), National Association of Teachers in.
To further the cause of education, to collect and circulate information and to advise members concerning central school matters. 10s. 6d. (*c*) *The Central School Teacher.* (*e*) Altrincham 4453. (*f*) February, 1939, London. Mr. E. C. Whitaker, B.Sc., Charlton Central School, Chorlton-cum-Hardy, Manchester.

Chemistry, Institute of (Founded 1877 ; Royal Charter, 1885).
[Fellow, F.I.C. ; Associate, A.I.C.] Professional qualifying body for consulting and analytical chemists, research chemists, &c. Fellows, 2,131, £2 2s. ; Associates, 4,865, £1 11s. 6d. ; Students, 764, 10s. (*c*) *Journal and Proceedings.* (*e*) Museum 2406. (*f*) March 1, 1939. Mr. Richard B. Pilcher, O.B.E., F.C.I.S., 30 Russell Square, London, W.C. 1.

Child Guidance Council.
150. £1 1s. (*d*) Juvendux, London. (*e*) Euston 5227. (*f*) January, 1939. Miss I. G. Goddard, Woburn House, Upper Woburn Place, W.C. 1.

Child Study Association of America.
1,000. $2 to $100. (*c*) *Child Study Magazine.* (*e*) Circle 7 : 7780. Mrs. Sidonie M. Gruenberg, 221 West 57th Street, New York, N.Y., U.S.A.

Child Study Society, London.
For the scientific study of children. 300. 10s. 6d. and 5s. [Students in College and Teachers in the first two years after leaving College, 2s. 6d.] (*c*) *Bulletin.* (*f*) May 5, 1938, at Woburn House, Upper Woburn Place, W.C. 1. Miss E. E. Kenwrick, c/o Le Play Society, 1 Gordon Square, W.C. 1.

Choir Schools Association.
To discuss matters connected with the curriculum and life of cathedral and other choir schools. Headmastership of Choir School. 37. 10s. (*f*) January, 1939, London. Mr. F. H. Goodwin, Westminster Abbey Choir School, Dean's Yard, S.W. 1.

Christian Education at Home and Overseas, Institute of.
1,675. Professional, not less than 5s. ; Non-Professional, £1 1s. (*c*) *Religion in Education.* (*e*) Euston 4730. Miss Juliet Sladden, B.A., 49 Gordon Square, London, W.C. 1.

Church Education Corporation.
(*d*) 34 c/o Citzenry, Sowest, London. (*e*) Victoria 3319. Mr. Chas. C. Osborne, 34 Denison House, Westminster, S.W. 1.

Church Schoolmasters' and Schoolmistresses' Benevolent Institution.
Assistance to distressed teachers or their dependants by means of annuities, orphan allowances, &c. Various Provident activities. 2s. 6d. (minimum). (*e*) Whitehall 5718. (*f*) May, 1938, London. Mr. P. H. Wright, B.A., The National Society's House, 21 Great Peter Street, Westminster, S.W. 1.

Citizenship, Association for Education in.
5s. (minimum). Miss B. G. Brew, 10 Victoria Street, S.W. 1.

Civil Service Commission.
Mr. G. G. Mennell, C.B.E., Burlington Gardens, W. 1.

Classical Association.
2,800. 5s. (*c*) Own *Proceedings.* (*f*) April, 1939. Miss Gedge, Westfield College, London, N.W. 3.

Class Teachers, National Federation of.
7,500. 1s., plus local fee. (*c*) *The Class Teacher.* (*f*) Last week in September, 1938. Cardiff. Mr. Ralph Morley, J.P., 40 Athelstan Road, Southampton.

College of Preceptors.
[Fellow, F.C.P. ; Licentiate, L.C.P. ; Associate, A.C.P.] 800. Holders of College diplomas, 10s. 6d. ; others, £1 1s. (*c*) *The Educational Times.* (*d*) Preceptors, Westcent, London. (*e*) Holborn 7548. (*f*) April 9, 1937, at Office. The Secretary, College of Preceptors, Bloomsbury Square, W.C. 1.

Commerce Degree Bureau.
University of London. Advises and assists External Students for London B.Com. Degree in their studies. (*e*) Museum 2843. Mr. H. J. Crawford, B.A., Commerce Degree Bureau, University of London, W.C. 1.

Commerce, Faculty of Teachers in.
[Fellows, F.F.T.Com ; Associates, A.F.T.Com.] 900. Fellows, £1 1s. ; Associates, 15s. (*c*) *Teacher in Commerce.* (*e*) Liberty 2758. (*f*) Cheltenham, April, 1938. Mr. C. V. Young, A.C.I.S., F.F.T.Com., 27 Poplar Road, Wimbledon, London, S.W. 19.

Commercial and Industrial Education, The British Association for.
Collective Members, £2 2s. ; Individual Members, 10s. (*e*) Euston 1603. Miss I. M. Ashton, A.C.I.S., 7 Tavistock Square, London, W.C. 1.

Conference of Educational Associations.
Affiliated associations, 53. Not exceeding 1,000 members, £2 12s. 6d. ; 1,000–2,000, £3 13s. 6d. ; 2,000–3,000, £4 14s. 6d. ; 3,000–5,000, £5 15s. 6d. ; 5,000–8,000, £6 16s. 6d. ; over 8,000, £10 10s. (*c*) Report issued in March. (*e*) Euston 2151. (*f*) January, 1939. University College, London. Miss M. A. Challen, B.A., Gordon House, 29 Gordon Square, W.C. 1.

Conjoint Board of the Royal College of Physicians of London and the Royal College of Surgeons of England.
Mr. H. H. Rew, The Examination Hall, Queen Square, W.C. 1.

Continuative Teachers' Association.
Those engaged in the work of the L.C.C. Evening Institutes. 1,300. 2s. (*c*) *The Continuative Teacher.* (*f*) December, 1938, Institute of Education, University of London, W.C. 1. Mr. W. J. Kenyon, 33 Queen's Road, Finsbury Park, N. 4.

Convent Schools, Association of.
£1. Very Rev. Mgr. Gonne, M.A., St. Bede's College, Manchester.

County Councils Association.
(*c*) *Official Gazette.* (*d*) Combined, Sowest, London. (*e*) Victoria 5934. (*f*) March 23, 1938, London. Sir Sidney Johnson, 84 Eccleston Square, S.W. 1.

Dairy Examination Board, National.
[Dairying, N.D.D.] Apply to Secretary, National Dairy Examination Board, 16 Bedford Square, London, W.C. 1 ; or Secretary, Highland and Agricultural Society of Scotland, 8 Eglinton Crescent, Edinburgh, 12.

Dalcroze Eurhythmics, London School of.
(*e*) Museum 2294. The Warden, Ingham Memorial House, 37 Fitzroy Square, W. 1.

Dalcroze Society, Inc., The.
193. Teachers, 7s. 6d. ; non-Teachers, 10s. 6d. ; Life Membership, £5 5s. (*c*) Own *Journal.* (*e*) Museum 2294. (*f*) November, 1938. Mrs. E. Rendel, 37 Fitzroy Square, W.1.

Dalton Association.
5s. Teachers ; 10s. non-Teachers. (*e*) Kensington 5933. (*f*) January, 1939. Conference of Educational Associations, University College, Gower Street, W.C. 1. Miss Belle Rennie, 20 Princes Gardens, London, S.W. 7.

Deaf, Council of Principals of Institutions and Schools for the.
70. 5s. (*d*) Deaf Institution, Derby. (*e*) Derby 953. (*f*) March, 1938, London. Mr. W. Carey Roe, B.A., Royal Institution for the Deaf, Derby.

Deaf, National College of Teachers of the.
Deaf diploma of either the College or Manchester University. 500. 10s. (*c*) *Teacher of the Deaf.* (*e*) Stoke-on-Trent 4314. (*f*) Baptist Church House, Southampton Row, London, March 12, 1938. Mr. Norman S. Follwell, School for the Deaf, The Mount, Stoke-on-Trent.

Deaf, National College of Teachers of the (Metropolitan and Southern Branch).
To promote the welfare of the deaf child. 192. 10s. (*c*) *The Teacher of the Deaf.* (*d*) Rayners, Penn, Bucks. (*e*) Penn (Bucks) 2139. (*f*) March 25, 1938, National Institute for the Deaf, 105 Gower Street, London, W.C. 1. Mr. John H. Blount, L.C.C. Residential School for the Deaf, Rayners, Penn, High Wycombe, Bucks.

Decimal Association.
Decimal reform of coinage, weights and measures. From 5s. (minimum). (*c*) *News Bulletin.* (*d*) and (*e*) Victoria 9936. Miss E. Merry, 124 Victoria Street, London, S.W. 1.

Dental Board of the United Kingdom.
(*d*) Dentiboard, Wesdo, London. (*e*) Langham 2804. Mr. Michael Heseltine, C.B., 44 Hallam Street, W. 1.

Directors and Secretaries for Education, Association of.
257. £1 10s. and £2 10s. (*f*) January, 1939, London. Mr. F. H. Toyne, B.A., 54 Old Steine, Brighton.

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Domestic Studies, National Council for.
(*e*) Euston 2082. (*f*) March 25, 1938, London. Secretary, Mrs. Bradshaw, 11 Tavistock Square, W.C. 1.

Domestic Subjects, Association of Teachers of.
2,800. £1 1s. (*c*) *Housecraft.* (*e*) Euston 2151. (*f*) Blackpool, May 21, 1938. Miss A. M. Fergusson, 29 Gordon Square, W.C. 1.

Dramatic Art, The Royal Academy of.
62–64 Gower Street, W.C. 1.

Dramatic Art, London School of. (Incorporating London School of Mime and Film Acting.)
Training School for Teachers. [Mime Certificate, L.S.D.A.; Teachers' Training Certificate and Diploma, L.S.D.A.; both recognized by Teachers' Registration Council.] 200. (*c*) Own *Magazine.* (*e*) Mayfair 0582. Miss M. Gertrude Pickersgill, B.A.Lond., L.R.A.M.(Eloc.), M.R.S.T., 26 Thomas Street, Oxford Street, W. 1.

Drawing Society, the Royal, Incorporated 1902.
(*e*) Kensington 2667. (*f*) January, 1939. (*g*) Mr. H. E. Peacock, 12 Cromwell Place, S.W. 7.

Education Committees, Wales and Monmouthshire, Federation of.
30. Every L.E.A. in Wales now in membership. £2 2s. to £8 8s., according to population. (*e*) Swansea 82821. Mr. T. J. Rees, J.P., B.A., Director of Education, Education Offices, The Guildhall, Swansea.

East Midland Educational Union.
110. (*c*) Own *Report, Handbook* and *Prospectus.* (*d*) Emeu, Nottingham. (*e*) 2972. (*f*) July, 1938, R.A.F. College, Cranwell. Mr. L. Hitchman, 22 Shakespeare Street, Nottingham.

Education Committees, Association of.
270. 3 to 19 guineas. (*c*) *Education.* (*e*) Museum 8019. (*f*) June 15, 16, 17, 1938, Torquay. Sir Percival Sharp, LL.D., 44 Russell Square, W.C. 1.

Educational Associations, World Federation of.
(*f*) Eighth Biennial Conference in 1939. Mr. Uel W. Lamkin, 1201 Sixteenth Street, North-West, Washington, D.C., U.S.A.

Educational Handwork Association.
4,000. 5s. (*c*) *Educational Handwork.* (*e*) Leeds 62162. (*f*) Chesterfield, June 9, 10, 11, 1938. Mr. Wm. Osborn, 18 Westcombe Avenue, Roundhay, Leeds, 8.

Educational Institute of Scotland.
For those engaged in teaching in Scotland. [Fellow, F.E.I.S.] Over 26,000. £1 2s. 6d. (*c*) *Scottish Educational Journal.* (*d*) Institute, Edinburgh. (*e*) Edinburgh 23216 and 23217. (*f*) June 10 and 11, 1938, Edinburgh. Mr. T. Henderson, B.Sc., F.R.S.E., F.E.I.S., 46 and 47 Moray Place, Edinburgh, 3.

Educational Institutions, Union of.
102. (*d*) Unedin, Birmingham. (*e*) Central 3788. (*f*) Birmingham, October 15, 1938. R. W. Ferguson, M.A., 89 Cornwall Street, Birmingham, 3.

Educational Settlements Association.
Adult Education through Settlements and Residential College. Minimum, £1 1s. (*c*) *The Common Room.* (*d*) Educadult, Westcent, London. (*e*) Euston 2533. (*f*) July 22–25, 1938, Lady Margaret Hall, Oxford. Mr. William Hazelton, 8 Endsleigh Gardens, London, W.C. 1.

Empire Society, The Royal.
Offers in 1938, Prizes and Medals for School Children for Essays on Empire matters. Northumberland Avenue, London, W.C. 2.

English Association, The.
3,000. 10s. 6d. or £1 1s. (*c*) Own *Magazine* English. (*e*) Ken. 8480. (*f*) London. Mr. A. V. Houghton, 3 Cromwell Road (2nd floor), S. Kensington, S.W. 7.

English Folk Dance and Song Society.
1,908. £1 1s. and 10s. 6d. (*c*) *Journal* and *English Dance and Song.* (*e*) Gulliver 2206. (*f*) December, 1938, London. Mrs. F. C. Jenkins, 2 Regent's Park Road, London, N.W. 1.

English-Speaking Union.
To bring together the English-speaking peoples of the world. 26,620. 1 to 4 guineas. (*c*) *The Landmark.* (*d*) Enginguni, Audley, London. (*e*) Mayfair 7400 (twenty lines). (*f*) June, 1938, Dartmouth House. General Secretary, Miss Helena Mills John, M.A.; Associate Secretary, R. S. P. Mackarness, Dartmouth House, 37 Charles Street, Berkeley Square, W. 1.

Esperanto, British Association, Inc.
[Diploma, D.B.E.A.; Licentiate, L.B.E.A.; Fellows, F.B.E.A.] 2,000. 5s. Fellows, £1 1s. Junior members, 2s. 6d. (*c*) *The British Esperantist.* (*d*) Esperanto, Westcent. (*e*) Holborn 4794. (*f*) Whitsun, June 3–6, 1938, Shardon Hotel, Gareloch, Helensburgh. Mr. Ronald B. Wilkinson, 142 High Holborn, W.C. 1.

Eugenics Society.
Fellows, 357; Members, 304. Fellows, £1 1s.; Members, 10s. (*c*) *Eugenics Review.* (*d*) Heredity, Sowest, London. (*e*) Victoria 7302. (*f*) May 24, 1938, Royal Society's Rooms, Burlington House, W. 1. Mr. C. P. Blacker, M.C., M.A., M.D., F.R.C.P., 69 Eccleston Square, S.W. 1.

Federal Council of Associations of Teachers in Bristol, Somerset, Wiltshire and Gloucestershire.
42. 15s. (*f*) November 12, 1938, Bristol University. Mr. A. R. Iveson, M.Coll.H., A.C.P., Hursley Hill, Whitchurch, Bristol.

Federation of University Women's Camps for Schoolgirls.
To help girls to understand the meaning of Christianity and its relation to life. (*c*) *News Sheet.* (*e*) Temple Bar 7201. Miss Moira Neill, 35 Wellington Street, Strand, W.C. 2.

Friends, Central Education Committee of the Society of.
(1) General Education: Mr. Francis H. Knight, M.A., Friends' House, Euston Road, N.W. 1. (*e*) Euston 3603. (2) Sunday Schools and Children's Work: Mr. Alec North, Friends' House, Euston Road, N.W. 1. (*e*) Euston 3603. (3) Adult Education: Mr. R. Davis, Woodbrooke, Selly Oak, Birmingham. (*e*) Selly Oak 0838.

Friends' Guild of Teachers.
320. 5s. (*c*) Own *Annual Report.* (*f*) Sidcot School, Somerset. December 28–31, 1938. Mr. Philip Radley, M.A., 28 Crawford Avenue, Wembley, Middlesex.

Froebel Educational Institute, The Incorporated.
Training College for Teachers and Preparatory School. (*e*) Prospect 1231. Demonstration School, Colet Gardens, W. 14. Miss M. A. Saunders, Froebel Educational Institute, Grove House, Roehampton Lane, S.W. 15.

Froebel Union, The National.
The Examining Board for the Froebel examinations. (*e*) Temple Bar 6245. Miss H. M. C. Coutts, B.Sc., 18 Adam Street, Adelphi, W.C. 2.

Geographical Association.
To encourage the study of geography. 3,666. 10s. and 6s. (*c*) *Geography.* (*d*) Fleure, University, Manchester. (*e*) CENtral 1300 (Manchester). (*f*) January 3, 4 and 5, 1939, London School of Economics. Prof. H. J. Fleure, D.Sc., F.R.S., c/o Municipal High School of Commerce, Princess Street, Manchester, 1.

Geographical Society, Royal.
6,207. £3. (*c*) *Geographical Journal.* (*d*) Obterras, Southkens, London. (*e*) Kensington 2648. (*f*) June, 1938. Mr. A. R. Hinks, C.B.E., F.R.S., Kensington Gore, S.W. 7.

Geographical Society, Royal Scottish.
2,000. 21s., 25s., 30s. (*c*) *Scottish Geographical Magazine.* (*d*) Geography. (*e*) 21720. (*f*) November, 1938, Edinburgh. Mr. George Walker, Synod Hall, Edinburgh.

Geological Society of London.
The Investigation of the Mineral Structure of the Earth. 1,100. £3 3s. (*c*) Own *Quarterly Journal.* (*f*) Burlington House, Piccadilly, W. 1, February 17, 1939. Dr. L. Hawkes, Burlington House, Piccadilly, W. 1.

Gilchrist Educational Trust.
(*e*) Central 5928. The Very Rev. D. H. S. Cranage, Litt.D., 1 Plowden Buildings, Temple, E.C. 4.

Girls' Public Day School Trust, Ltd., The.
(*e*) Abbey 5835. Mr. A. Maclean, Barrister-at-Law, O.B.E., Broadway Court, Westminster, S.W. 1.

Governesses' Benevolent Institution. (Incorporated by Royal Charter, 1848.)
Free Annuities to the aged, Homes for the aged, financial assistance in temporary difficulties, assistance with holidays, free Employment Bureau. Ladies following the profession of a governess, whether members or not, are eligible for help. £1. (*c*) *G.B.I. Notes.* (*e*) Vic 2491. (*f*) May 6, 1938, Caxton Hall, Westminster, S.W. 1. Colonel G. R. Codrington, C.B., D.S.O., O.B.E., 58 Victoria Street, S.W. 1.

Graduates in Music, Union of.
600. 5s. (*c*) Own *Roll.* Mr. Charles Long, Mus.B. (Oxon), c/o University of London, W.C. 1.

Graduates, London, The Twentieth Century Society of.
2s. 6d. Mr. G. F. Troup Horne, B.M.XXTH, London, W.C. 1.

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Guildhall School of Music and Drama.
(*d*) Euphonium, Fleet, London. (*e*) Central 4459. Mr. W. P. Waddington, M.A., John Carpenter Street, Victoria Embankment, E.C. 4.

Handicraft Teachers, The Institute of (Incorporated).
To promote educational handwork and the professional interest of its members. [The Institute's College of Handicraft; Fellow, F.Coll.H.; Member, M.Coll.H.; Associate, A.Coll.H.] 1,800. 17s. 6d. (*c*) *Practical Education and School Crafts* and *The Junior Craftsman*. (*e*) Brixton 5012. (*f*) Easter, 1938, at Southport. Mr. A. R. Gregory, F.Coll.H., 6 Millbrook Road, Brixton, S.W. 9.

Headmasters' Conference.
To discuss educational questions which affect schools in close connexion with Oxford and Cambridge and other universities. The number of such Head Masters (including twenty-nine Overseas schools) is 229, of which 200 are full members, which number, under its Constitution, the Conference cannot exceed. £2 2s. for full membership, Overseas, £1 1s. (*e*) Euston 2151. (*f*) Repton School, December 22 and 23, 1938. Mr. L. W. Taylor, M.A., Gordon House, 29 Gordon Square, W.C. 1.

Headmasters, Incorporated Association of.
910. £2 10s. (*c*) Own *Review*. (*e*) Euston 2151–4 (Ex. 33). (*f*) Guildhall, E.C. 2, January 3 and 4, 1939. Mr. E. Percival Smith, Bradford Grammar School, and Mr. F. R. Hurlstone-Jones, Holloway School, Hilldrop Road, N. 7. Mr. L. W. Taylor, 29 Gordon Square, W.C. 1.

Headmistresses of Preparatory Schools, Association of.
48. Members, £1 1s.; Associates, 10s. 6d. (*e*) Riverside 1496. (*f*) October, 1938. Miss Priestman, B.A., Froebel School, Colet Gardens, W. 14.

Head Mistresses' Association (Incorporated 1896).
600. £3 5s. (minimum); Overseas, £1 1s. (*e*) Euston 2151. (*f*) Rickmansworth, June 10 and 11, 1938. Miss M. E. Martin, B.A., Gordon House, 29 Gordon Square, W.C. 1.

Head Teachers, National Association of.
10,300. 7s. 6d. (*c*) Own *Review*. (*d*) Naht, Westcent, London. (*e*) Museum 7958. (*f*) June 3–7, Nottingham. Mr. Gordon Barry, B.Sc., 81 Gower Street, London, W.C. 1.

Historical Association, The.
4,500. 10s. or 5s. (*c*) *History*. (*e*) Euston 2151. (*f*) Manchester, January, 1939. Mr. J. F. Nichols, M.A., Ph.D., F.S.A., Gordon House, 29 Gordon Square, W.C. 1.

Home and School Council of Great Britain.
The promotion of parent-teacher co-operation and child study. 400. £1 1s. for Societies, 5s. for Parent-Teacher Associations, 10s. for individuals. (*c*) *Home and School*. (*e*) Euston 3291 (two lines). (*f*) March 11. Mr. William B. Higgs, 15 Endsleigh Street, W.C. 1.

Horticultural Society, The Royal.
[Fellow, F.R.H.S.] 35,400. 1, 2, or 4 guineas. (*c*) Own *Journal*. (*d*) Hortensia, Sowest, London. (*e*) Victoria 4333. (*f*) February, 1939. Mr. F. R. Durham, C.B.E., M.C., 80 Vincent Square, Westminster, S.W. 1.

Independent Schools Association, Incorporated.
To protect the interests of efficient schools under private management. 500. £1 1s. (*c*) *The Independent School*. (*d*) South 1574. (*f*) January, 1939, University College, London. Rev. C. Whitfield, M.A., St. Hilda's, Moseley, Birmingham 13.

Industrial Psychology, National Institute of.
Minimum, £1. (*c*) *Occupational Psychology*. (*d*) Eesilabor, Estrand. (*e*) Holborn 2277. (*f*) December, 1938, London. Mr. C. B. Frisby, B.Com., Aldwych House, W.C. 2.

Inspectors of Schools and Educational Organizers, National Association of.
260. £1 1s. (*e*) Archway 2359. (*f*) October, 1938. Connaught Rooms, Great Queen Street, London, W.C. 2. Mr. J. B. Chapman, 8 Holly Village, Highgate, N. 6.

Institut Français du Royaume Uni.
To promote knowledge of French language, history, thought, life, &c. Lectures, 1, 3, or 5 guineas per annum, with special reductions to teachers. There are many other activities, including a Lycée, a bi-lingual commercial school, and Courses for the Licence ès Lettres. (*e*) Kensington 6211 and 6212. Secretary, Queensberry Place, S.W. 7.

Institute of International Education.
For the promotion of international understanding through education. (*c*) *News Bulletin*. Prof. Stephen Duggan, Ph.D., LL.D., Litt.D., 2 West 45th Street, New York, N.Y., U.S.A.

Inter-Collegiate Scholarships Board, London.
To hold a Combined Examination for Entrance Scholarships tenable at certain colleges and schools of the University of London. Mr. S. C. Ranner, M.A., Medical School, King's College Hospital, Denmark Hill, S.E. 5.

International Institute Examinations Enquiry Committee.
(*e*) Central 5928. Sir Philip Hartog, K.B.E., 1 Plowden Buildings, Temple, E.C. 4.

Irish National Teachers' Organization.
12,500. 30s. (*c*) *Irish School Weekly*. (*d*) Teachers, Dublin. (*e*) 76551. (*f*) April 19–22, 1938, Dublin. Mr. T. J. O'Connell, LL.D., 9 Gardiner's Place, Dublin.

Irish Schoolmistresses, Central Association of.
50. 5s. (*e*) Dublin 61742. (*f*) March, 1938. Miss Bewley, B.A., Alexandra School, Dublin.

Joint Agency for Women Teachers.
Registration fee to non-members of the A.A.M., available for six months, 2s. 6d. (*e*) Euston 2151–4. Miss K. B. Anderson, M.A., Barrister-at-Law, 29 Gordon Square, W.C.1.

Joint Scholastic Agency, Ltd.
To obtain posts for Assistant Masters at lowest possible fees. 2,000. (*d*) Educatorio, Phone, London. (*e*) Euston 2151–4. (*f*) December, 1938. Mr. G. D. Dunkerley, B.Sc. Registrar: Mr. R. E. Gundry, M.A., 29 Gordon Square, W.C. 1.

King Alfred School Society.
To establish and carry on schools to give practical expression to the best theories of education extant. £1 1s. (*c*) *The King Alfred Magazine*. (*e*) Speedwell 2999. (*f*) November, 1938, at Offices. Miss E. M. Hibburd, Manor Wood, North End Road, N.W. 11.

Lancashire and Cheshire Institutes, Union of.
A federation of the Education Committees of Lancashire, Cheshire, Derbyshire, Westmorland, Flintshire, Denbighshire and the Isle of Man. (*d*) Institutes, Manchester. (*e*) Blackfriars 6959. (*f*) October 7, 1938, Stockport. Mr. A. P. Dent, F.C.I.S., 33 Blackfriars Street, Manchester, 3.

Latin Teaching, Association for the Reform of.
Improvement of Latin (and Greek) in Schools. 400. 5s. (*c*) *Latin Teaching*. (*f*) Edinburgh, August 1 to 12, 1938. Miss M. F. Moor, 10 Church Street, Old Headington, Oxford.

League of Nations Union.
308,000. £1, 5s., 2s. 6d. and 1s. a year. (*c*) *Headway*. (*d*) Freenat, Knights, London. (*e*) Sloane 6161. Mr. J. C. Maxwell Garnett, C.B.E., Sc.D., 15 Grosvenor Crescent, S.W. 1.

League of the Empire.
Furtherance of Imperial education and interchange of teachers. £1 1s. and 10s. (*d*) Empirlea, Sowest, London. (*e*) Victoria 3094. (*f*) May, 1938, London. Miss E. A. Doggett, 124 Belgrave Road, London, S.W. 1.

Legal Education, The Council of.
Established by the four Inns of Court to superintend the education and examination of students for the English Bar. (*e*) Holborn 4665. Mr. T. Harvatt, B.A., 15 Old Square, Lincoln's Inn, W.C. 2.

Leplay House (Institute of Sociology).
To promote education in sociology and citizenship and the educational use of civic and regional surveys. 10s. (minimum). (*c*) *Sociological Review*. (*e*) Euston 2610. (*f*) March, 1938. Mr. Alexander Farquharson, 35 Gordon Square, W.C. 1.

Leverhulme Research Fellowships Advisory Committee.
Institution of Fellowships in Research with no restriction of subject. (*d*) Guest, Leverho, Cent, London. (*e*) Central 7474. Dr. L. Haden Guest, Union House, St. Martin's le Grand, London, E.C. 1.

Libraries and Information Bureaux, Association of Special.
312. Members, £2 2s.; Associate Members, £1 1s. (*c*) Own *Annual Reports*. (*e*) Museum 5347. (*f*) September 24–26, 1938, Lady Margaret Hall, Oxford. Miss E. M. R. Ditmas, M.A., 31 Museum Street, W.C. 1.

Library Association, The.
[Fellow, F.L.A.; Associate, A.L.A.] 5,500. 10s. 6d. to £2 2s. (*c*) *The Library Association Record* (Monthly). (*e*) Euston 3634. (*f*) Portsmouth and Southsea, June 13–17, 1938. Mr. P. S. J. Welsford, F.C.I.S., Chaucer House, Malet Place, W.C. 1.

Ligue de l'Enseignement.
5,400. 4 belgas. (*c*) Own *Bulletin*. (*d*) Ligue Enseignement, Bruxelles. (*e*) Bruxelles 11.39.88. (*f*) January, 1939. Monsieur Hubert Frère, Boulevard Maurice Lemonnier 110, Bruxelles, Belgique.

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Ling Physical Education Association.
1,700. £1. (c) Own *Leaflet*. (e) Euston 1086 and 1433. (f) January, 1939. Miss P. Spafford, Hamilton House, Bidborough Street, W.C. 1.

Linguists, Institute of.
To promote the study of foreign languages and the interests of British linguists. [Fellow, F.I.L.; Associate, A.I.L.] 920. Fellows, £1 1s.; Associates, 15s. (c) *Linguists' Review*. (f) March 19, 1938, Manchester and November 26, 1938, London. Mr. A. Cozens Elliott, Lambert House, 10–12 Ludgate Hill, London, E.C. 4.

Loan Funds.
The General Loan Training Fund, the Pfeiffer Fund and the Mrs. Haweis Fund. All these funds are to help students in paying fees for professional or technical training. Apply to the Society for Promoting the Training of Women (Women's Loan Training Fund). 10s. (Life, £5.) (e) Kensington 0206. (f) Mid-November, 1938. Miss M. O. Cane, 251 Brompton Road, S.W. 3.

London Chamber of Commerce, The (Incorporated).
8,762. £3 3s. to £5 5s. (c) Own *Journal*. (d) Convention, Cannon, London. (e) City 4444 (15 lines). Mr. Robert E. T. Ridout, F.C.C.S., A.C.P., 69 Cannon Street, E.C. 4.

London Head Teachers' Association.
1,719. £1 1s. (c) *London Head Teacher*. (e) Uplands 4440. (f) November, 1938, Livingstone Hall, S.W. 1. Mr. A. P. Curtis, M.R.S.T., 24 The Grove, Coulsdon, Surrey.

London Parochial Charities (Central Fund).
Income is spent in benefiting poorer classes within the Metropolis. (e) Central 5678–9. Mr. Donald R. Allen, 3 Temple Gardens, E.C. 4.

London Schoolmasters' Association (the London Branch of the N.A.S.).
No member of an association of teachers that has adopted the principle of "Equal Pay" or is opposed to the policy of "Separate Consideration" is eligible for membership. 2,700. 31s. (c) *The London Schoolmaster*. (e) National 4048. (f) April 29, 1938. Mr. F. A. Gibbs, The Cripplegate Institute, Golden Lane, E.C. 1.

London Teachers Association (The County Association of the N.U.T. for London).
15,600. £1 11s. (c) *London Teacher*. (e) Central 1802. Mr. W. J. Pincombe, J.P., 110–111 Fleet Street, E.C. 4.

Literature, Royal Society of.
Fellows, F.R.S.L., 200. Members, M.R.S.L., 200. Fellows, £2 2s.; Members, £1 1s. (e) Holborn 7528. (f) June 1, 2 Bloomsbury Square, W.C. 1. Miss F. L. Rudston Brown, 2 Bloomsbury Square, London, W.C. 1.

Mary Ward Settlement.
Educational Settlement for Adults, Theatre, Boys' and Girls' Clubs, Nursery School, Children's Play-Centre, Residence, Occupational Club. (c) *The Tatler*. (e) Euston 1816. (f) December, 1938. Miss B. P. Boyes, 5–7 Tavistock Place, London, W.C. 1.

Massage and Medical Gymnastics, Chartered Society of.
["Chartered Masseuse"; "Chartered Masseur" or C.S.M.M.G.] Training and examining body for Massage and Medical Gymnastics, Medical Electricity, Light and Electro-Therapy and Medical Hydrology. Membership is obtained only by examination, and only members of the Society are entitled to call themselves "Chartered Masseuses" or "Chartered Masseurs," or to add the distinguishing letters "C.S.M.M.G." after their names. 10,830. The registration fee carries life membership. (c) Own *Journal*. (d) Useful, Westcent, London. (e) Euston 1676–8. (f) London, September 19–23, 1938. Mrs. W. Young, M.B.E., M.A., B.Sc., Tavistock House (North), Tavistock Square, London, W.C. 1.

Mathematical Association.
1,650. 15s. ("Junior Members." 5s.) (c) *Mathematical Gazette*. (f) January, 1939, Institute of Education, London. Mr. G. L. Parsons, Peckwater, Eastcote Road, Pinner and Miss M. Punnett, 17 Gower Street, London, W.C. 1.

Mathematical Society, London.
444. £2 2s. (c) Own *Proceedings* and *Journal*. (f) November 17, 1938, Burlington House. Mr. F. P. White, M.A., and Mr. P. Hall, M.A., Burlington House, W. 1.

Matriculation Board, Joint. (The Universities of Manchester, Liverpool, Leeds, Sheffield and Birmingham.)
(d) Diploma, Manchester. (e) Ardwick 2821. Mr. J. M. Crofts, M.A., D.Sc., 315 Oxford Road, Manchester, 13.

Medical Council, The General.
(d) Genmedicum, Wesdo, London. (e) Langham 2727. Mr. M. Heseltine, C.B., 44 Hallam Street, Portland Place, W. 1.

Medical Education and Registration, General Council of.
(d) Genmedicum, Wesdo, London. (e) Langham 2727. (f) May, 1938, at Office. Mr. Michael Heseltine, C.B., 44 Hallam Street, W. 1.

Mental Welfare, Central Association for.
To assist in specialized training of medical officers, teachers, social workers, and others concerned with the care and training of defectives. 300. 5s. upwards. (c) *Mental Welfare*. (e) Victoria 7874–5. Miss Evelyn Fox, C.B.E., 24 Buckingham Palace Road, S.W. 1.

Ministry of Education for Northern Ireland.
(d) Education, Belfast. (e) Belfast 23881. Mr. A. N. Bonaparte Wyse, M.A., C.B.E., Tyrone House, Ormean Avenue, Belfast.

Modern Humanities Research Association.
For Graduates of all countries. 7s. 6d. (c) *Modern Language Review*. Mr. Will G. Moore, St. John's College, Oxford.

Modern Language Association.
1,900. 10s. 6d. (c) *Modern Languages*. (e) Holborn 9058. (f) Probably Conference of Educational Associations, January, 1939. Mr. F. Renfield, M.A., LL.M., 5 Stone Buildings, Lincoln's Inn, W.C. 2.

Montessori Society (Corporate Members of the International Montessori Association).
500. 5s. (c) *Montessori Notes*. (d) Montessori, Haver, London. (e) Chancery 7585. (f) January, 1939, at University College, London. Mr. G. H. Goldsbrough, 32 Brooke Street, Holborn, E.C. 1.

Municipal Corporations, Association of.
366. (c) *Municipal Review*. (d) Pritchard, London. (e) Whitehall 6891. (f) May 25, 1938, London. Sir Harry G. Pritchard, Palace Chambers, Bridge Street, S.W. 1.

Music Masters' Association.
(e) Horsham 694. Mr. Charles B. Allen, 26 East Drive, Brighton, 7.

Music, Royal Academy of (Instituted 1822).
For the cultivation of the Science of Music. [Fellow, F.R.A.M.; Associate, A.R.A.M.; Licentiate, L.R.A.M.] (d) Counterpoint, London. (e) Welbeck 5461 (4 lines). Mr. L. Gurney Parrot, York Gate, Marylebone Road, N.W. 1.

Music, Royal College of.
[Fellow, F.R.C.M.; Graduate, G.R.C.M.; Associate, A.R.C.M.; Honorary Associate, Hon. A.R.C.M.] Honorary Member (Hon. R.C.M.). Also (jointly with R.A.M.) Graduate of the Royal Schools of Music, London (G.R.S.M., London). (d) Initiative, Southkens, London. (e) Kensington 3643. Registrar: Mr. Basil C. Allchin, M.A., F.R.C.M., Prince Consort Road, S.W. 7.

Music Teachers' Association.
2,500. £1 1s. or 12s. 6d. (c) *Music Teacher*. (d) Sonorous, London. (e) Langham 2741. (f) October, 1938. Mr. Russell E. Chester, B.A., A.R.A.M., c/o Messrs. Boosey & Hawkes, Ltd., 295 Regent Street, W. 1.

Musicians, Incorporated Society of.
The maintenance of the honour and interests of the musical profession. 3,900. £1 1s. (c) *Music Journal*. (d) Scherzo, Rath, London. (e) Museum 7876 and 7877. (f) December, 1938, London. Mr. Frank Eames, 19 Berners Street, W. 1.

National Education Association.
To promote and defend the principles of national education; efficient, progressive, free, unsectarian and under popular control. 5s. (c) *The School Child*. (e) Whitehall 2256. Mr. Wilfrid Rowland, Caxton House, Westminster, S.W. 1.

National Education Association (U.S.A.).
The Welfare of American Childhood. 187,645. $2, $5, and Life. (c) Own *Journal*. (d) 1201 16th Street, N.W. (e) Ad 6996. Mr. Willard E. Givens, 1201 16th Street, N.W., Washington, D.C., U.S.A.

National Society, The.
Promoting Religious Education in accordance with the Principles of the Church of England. About 6,000. From £1 1s. (c) Own *Bulletin*. (d) National Society, Sowest, London. (e) Victoria 3676. Mr. E. R. J. Hussey, C.M.G., 19 Great Peter Street, S.W. 1.

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National Union of Teachers.
153,300. £1 1s., plus local subscription. (*c*) *Schoolmaster.* (*d*) Curriculum, Kincross, London. (*e*) Euston 2442–5. (*f*) Easter, 1938, Margate; Easter, 1939, Llandudno. Sir Frederick Mander, M.A., B.Sc., Hamilton House, Mabledon Place, W.C. 1.

New Education Fellowship (English Section).
5s., 10s. 6d., 15s., £1 1s., £1 10s. and £2 2s. (*c*) *New Era.* (*e*) Euston 1890. (*g*) Miss A. Tod, 29 Tavistock Square, W.C. 1.

New Ideals in Education Conference. (Title: Education and Character.)
The object of the Conference is to draw together in fellowship and under holiday conditions, all who are working for new ideals and to offer them a platform for discussion of difficulties and the communication of the results of experience and reflection; to bring isolated experimenters into touch with one another; and to give pioneering work the encouragement of recognition and criticism. 100. £1. (*c*) Own *Report.* (*e*) Dorking 73220. (*f*) Lady Margaret Hall, Oxford, April 16–21, 1938. Miss C. Lodge, Holmwood Cottage, Holmwood, Surrey.

North of England Education Conference for the Discussion of Educational Problems.
Varies, 450–1,000. 5s. (*c*) *Education.* (*f*) January, 1939, Liverpool. Mr. C. F. Mott, M.A., Education Offices, 14 Sir Thomas Street, Liverpool.

Nursery School Association of Great Britain, The.
3,000. 5s. (*e*) Euston 4292. (*f*) January, 1939, University College, London. Miss Marriott, 8 Endsleigh Gardens, London, W.C. 1

Organists, Royal College of.
[Associate, A.R.C.O.; Fellow, F.R.C.O.] £1 1s. (*c*) *Musical Times.* (*e*) Kensington 1765. Fredk. G. Shinn, Mus.D., Kensington Gore, London, S.W. 7.

Oxford and Cambridge Schools Examination Board.
(*e*) Cambridge 4658; Oxford 3549. Mr. T. G. Bedford, M.A., 10 Trumpington Street, Cambridge. Mr. C. H. Wilkinson, M.A., 74 High Street, Oxford.

Oxford Local Examinations.
(*d*) Locals, Oxford. Secretary of Local Examinations, Merton Street, Oxford.

Parents' Association, The.
Advice to parents. Co-operation with schools. 10s. (*e*) Ken. 5933. (*f*) May, 1938, Women's Service Hall, Tufton Street, S.W. 1. Miss Rennie, 20 Princes Gardens, S.W. 7.

Parents' National Educational Union, Incorporated.
£1 1s. (*c*) *Parents' Review.* (*d*) Parenunion. (*e*) Victoria 0479. (*f*) June, 1938, London. Miss Whyte, 26 Victoria Street, S.W. 1.

Pharmaceutical Society, The, of Great Britain.
[Member, M.P.S.; Pharmaceutical Chemist, Ph.C.] 23,000. £1 11s. 6d. (*c*) *Pharmaceutical Journal.* (*d*) Bremridge, Westcent, London. (*e*) Holborn 8967. (*f*) May, 1938. Mr. Hugh N. Linstead, 17 Bloomsbury Square, W.C. 1.

Phonétique Internationale, Association.
To promote the study of phonetics. Membre Adhérent, 8s.: membre actif, 12s. *Le Maître Phonétique.* Prof. Daniel Jones, University College, London, W.C. 1.

Physical Education Association, The Secondary Schoolmasters'.
200. 5s. (*c*) Own *Pamphlet* (twice yearly). (*f*) April 12, 1938. Mr. F. H. Jenner, The Grammar School, Eastbourne.

Physical Education, National Association of Organizers of.
275. £1 1s. (*c*) Own *Pamphlet.* (*d*) Education Office, Sheffield. (*e*) Sheffield 22214. (*f*) London, March 17–19, 1938. Mr. F. J. C. Marshall, M.C., 61 St. Mary's Road, Manningham, Bradford.

Physical Education, The Federation of Societies of Teachers in.
3,000. 10s. to £1 15s. (*e*) Nutfield Ridge 3281. (*f*) London, middle of October. Miss J. Timmis, Wellhouse, Nutfield, Surrey.

Physical Education (Women), Scottish League for.
265. 15s. (*c*) *Journal* and *School Hygiene and Physical Education.* (*e*) Douglas 4768. (*f*) Jordanhill Training Centre, April 15, 1938. Miss K. G. Smith, 18 Berkeley Terrace, Glasgow, C. 3.

Physical Training, British Association for, The Incorporated.
[Fellows, F.B.A.P.T.; Associates, A.B.A.P.T.] 260. Fellows, £1 5s.; Associates, £1 1s. (*c*) *Physical Education.* (*e*) Holborn 4869. (*f*) January 6 and 7, 1939. Miss Dorothy M. Cooke, 21–23 Gray's Inn Road, W.C. 1.

Physical Training Colleges, Association of Principals of.
(*e*) Bedford 3023. Miss H. McMinn, 37 Lansdowne Road, Bedford.

Physicians, Royal College of.
M.R.C.P., Examination; F.R.C.P., by election from among members of four years' standing. (*d*) Medicorum, Phone, London. (*e*) Whitehall 7701. Mr. H. M. Barlow, Pall Mall East, London. (See also Conjoint Board.)

Physics, Institute of.
Exemption from the qualifying examination may be granted to holders of alternative qualifications. [Fellow, F.Inst.P.; Associate, A.Inst.P.] Fellows, 494, £2 2s.; Associates, 348, £1 1s.; Subscribers, 31, 10s. 6d.; Students, 149, 5s. (*c*) *Journal of Scientific Instruments.* (*e*) Kensington 2180. H. R. Lang, Ph.D., F.Inst.P., 1 Lowther Gardens, Exhibition Road, London, S.W. 7.

Playing Fields Association, The National.
To secure adequate playing fields and proper playgrounds for all, and to save existing open spaces and sports grounds. £1. Life Membership, £10. (*c*) Own *Journal.* (*d*) Natplafion, Sowest, London. (*e*) Victoria 9274–5. (*f*) May 27, 1938. Sir Lawrence Chubb, 71 Eccleston Square, S.W. 1.

Preparatory Schools, Incorporated Association of.
Members must possess a degree or registration, and be heads of schools containing at least twenty boys and no boys over the age of 15. About 700. £1 5s.; entrance fee £2 2s. (*c*) *Preparatory Schools Review.* (*d*) Lane End (Bucks.). (*e*) Lane End 62. (*f*) December, 1938. Rev. P. C. Underhill, The Gable, Bolter End, High Wycombe.

Prevention of Cruelty to Children, National Society for the.
5s. upwards. (*c*) *Child's Guardian.* (*d*) Childhood, Lesquare. (*e*) Gerrard 2774. (*f*) May 31, 1938; by invitation only. Mr. William J. Elliott, O.B.E., Leicester Square, W.C. 2.

Private Schools, Association of Headmistresses of Recognised.
To further interests of education on independent lines, and promote free interchange of teachers between all recognized schools, public and private. 110. £1 1s. (*d*) Gunnerside, Plymouth. (*f*) May 27, 1938, Hawkhurst, Lillesden, Kent. Miss H. M. Stranger, Gunnerside School, Plymouth.

Private Tutors' Association.
Open only to those who engage solely in preparing students for examination. 28. £1. (*e*) Park 7437. (*f*) March, 1938. Mr. J. B. G. Dick, 7 Holland Park, W. 11.

Professeurs de Français en Angleterre, Société Nationale des.
250. 10s. 6d. (*c*) *Le Français.* (*f*) January 28, 1939. Monsieur de Parrel, 7 Red Lion Square, W.C. 1.

Professional Classes Aid Council (Incorp.).
Relief of distress amongst professional classes. (*e*) Kensington 0720. (*f*) In July. Miss G. M. Walters, 251 Brompton Road, S.W. 3.

Protection of Science and Learning, Society for the.
Assistance to university teachers displaced on grounds of race, religion or political opinion. £1 1s. minimum. (*d*) Assistac-Westcent. (*e*) Museum 7786. Mr. Walter Adams, 6 Gordon Square, W.C. 1.

Protestant Schools in Ireland, The Incorporated Society for Promoting.
(*e*) Dublin 62530. (*f*) Monday, May 9, 1938. Rev. W. J. Mayne, M.A., 43 Kildare Street, Dublin.

Psychological Society, British; Education Section.
(*c*) *British Journal of Educational Psychology.* (*e*) Museum 0441. (*f*) University College, January, 1939. Dr. C. Ebblewaite Smith, M.A., 37 Eltham Road, Lee Green, S.E. 12.

Public Health and Hygiene, Royal Institute of. (Incorporated by Royal Charter.)
3,000. Fellow, £1 1s. (*c*) Own *Journal.* (*d*) Saluminate, Wesdo, London. (*e*) Langham 2731–2. (*f*) April, 1938. Mr. A. Seymour Harding, F.S.S., 28 Portland Place, W. 1.

Public School Bursars' Association.
Schools included in Headmasters' Conference. 104. £1 1s. (*f*) Merchant Taylors' School, Sandy Lodge, Northwood, April 26, 1938. Major the Hon. B. M. S. Foljambe, M.C., Haileybury College, Hertford.

Pure English, Society for.
300. 10s. Mrs. J. W. Alden, c/o The Clarendon Press, Oxford.

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Recreative Physical Training, Central Council of.
To raise standard of National Health. (*e*) Abbey 2533–4. Miss P. C. Colson, O.B.E., Abbey House, Victoria Street, London, S.W. 1.

Representative Managers, The, of London Elementary Schools.
350. 2s. 6d. (*c*) *School Child.* (*f*) March 28, 1938, the County Hall, S.E. 1. Mr. J. N. Duddington, F.R.S.A., 19 Onslow Gardens, Highgate, N. 10.

Research in Education, The Scottish Council for.
32. (*c*) Own *Annual Report.* (*d*) Research, Edinburgh. (*e*) Edinburgh 23216. (*f*) June 18, 1938. Mr. Thomas Henderson, B.Sc., 46 Moray Place, Edinburgh, 3.

Rifle Clubs, Society of Miniature.
Promotes competitions between School Rifle Clubs. Clubs, 12s. 6d. (2,302 Rifle, 46 Air Rifle); Individuals, 5s. (250,000). (*e*) *The Rifleman.* (*d*) Rifleshot, Cent. (*e*) City 4589. (*f*) April, 1938, London. Mr. George Pethard, M.B.E., Codrington House, 23 Water Lane, Ludgate Hill, E.C. 4.

Royal Society of Teachers, The.
The name given by Royal command to the body of teachers whose names are enrolled on the Official Register maintained by the Teachers Registration Council (*q.v.*). Teachers admitted to Registration become Members of the Royal Society of Teachers (M.R.S.T.) without further payment beyond the registration fee. There is no annual subscription.

Sanitary Institute, Royal.
6,025. £2 2s. to 15s. (*c*) Own *Journal.* (*d*) Sanitute, Sowest, London. (*e*) Sloane 8438. (*f*) March 30, 1938; Portsmouth, July 11–16, 1938. Mr. J. W. Dudley Robinson, M.Sc., Ph.D., 90 Buckingham Palace Road, S.W. 1.

School Age Council.
To assist in removing the remaining obstacles to raising the school age. (*d*) and (*e*) Bishopsgate 5946–9. Mr. J. J. Mallon, M.A., LL.D., J.P., Toynbee Hall, 28 Commercial Street, E. 1.

School Attendance and Investigation Officers' National Association.
600. 6s. (*c*) *Quarterly Gazette.* (*f*) April 16 and 18, 1938, Newcastle-on-Tyne. Mr. W. MacDonald, "Maxholme," David Road, Handsworth Wood, Birmingham, 20.

School Journey Association.
To advocate the School Journey as a desirable factor in the education of the child, and to secure facilities for the economical practice of educational travel at home and abroad. 5,000. School affiliation, 12s. 6d.; individual, 3s. 6d. (*c*) *The School Journey Magazine.* (*e*) Addiscombe 2178. (*f*) February 24, 1939. Mr. H. W. Barter, F.R.G.S., 35 Parkview Road, Addiscombe, Croydon.

School Library Association.
310. 7s. 6d. (*c*) *School Librarian.* (*e*) Padd. 3915. Miss Constance Reid, Paddington and Maida Vale High School, W. 9. Mr. C. A. Stott, Aldenham School, Elstree, Herts.

Schoolmasters' Association (Ireland).
Head Masters of Church of Ireland or Nonconformists Schools for boys in Ireland. 58. 10s. (*e*) 51954. End of October, Shelbourne Hotel, Dublin. Mr. J. Bennett, M.A., The High School, Dublin, C. 19.

Schoolmasters, National Association of.
All schoolmasters recognized by the Board of Education who are not members of an Association of Teachers that has adopted the principle of "equal pay" or is opposed to the policy of "separate consideration," are eligible for membership. Over 10,500. 18s. plus local fee. (*c*) *The New Schoolmaster.* (*e*) Museum 8088. (*f*) Easter, 1938, Coventry. Mr. A. E. Warren, 59 Gordon Square, W.C. 1.

Schoolmasters, Society of.
For relief of necessitous Masters of Secondary Schools or their dependants. 10s. annually, or £5 in one sum. Mr. H. J. C. Marshall, C.B.E., College of Preceptors, Bloomsbury Square, W.C. 1.

School Nature Study Union.
1,800. 4s. (*c*) *School Nature Study.* (*e*) Prospect 3328. (*f*) February, 1939. Miss Rosamond F. Shove, M.A., F.L.S., 13 Burlington Avenue, Kew Gardens, Surrey.

School Secretaries' Branch of the Association of Women Clerks and Secretaries.
(*e*) Abbey 6191–2. Miss B. A. Godwin, 69 Victoria Street, S.W. 1.

Science Masters' Association.
2,400. (*b*) 10s. (*c*) *School Science Review.* (*f*) Cambridge, January 3–7, 1939. Mr. W. Ashhurst, Stretford Grammar School (Annual Meeting). Mr. S. V. Brown, 38 Ballantrae Road, Liverpool, 18 (General). Mr. F. Fairbrother, Cedars School, Leighton Buzzard (Membership).

Science Teachers, Women, Association of.
1,000. 10s. (*c*) *School Science Review.* (*f*) January, 1939, London. Miss P. M. Taylor, High School for Girls, Boston Avenue, Southend-on-Sea.

Scientific Workers, Association of.
To secure a fuller recognition of the value of scientists to society. 1,300. 21s. (*c*) *Progress and the Scientific Worker.* (*e*) Flax 3258. Prof. B. W. Holman, O.B.E., Kelvin House, 28 Hogarth Road, South Kensington, S.W. 5.

Scottish Education Department.
The Secretary, Whitehall, S.W. 1; and at 14 Queen Street, Edinburgh, 2.

Scottish Universities Entrance Board. (Universities of St. Andrews, Glasgow, Aberdeen and Edinburgh.)
Examinations March and September. Mr. Andrew Bennett, LL.D., 81 North Street, St. Andrews, Scotland.

Secondary School Teachers' War Relief Fund.
(Registered under the War Charities Act, 1916.) Supplementing pensions of dependants of disabled and killed secondary teachers. Committee is representative of all Secondary School Associations. (*c*) *The A.M.A.* (*d*) Incorama, Westcent, London. (*e*) Euston 2151–8. Mr. G. D. Dunkerley, B.Sc., A.R.C.S., 29 Gordon Square, W.C. 1.

Secondary Teachers, International Federation of Associations of.
Developing mutual friendship and understanding among secondary teachers in all countries and improving secondary education. 30 Associations, 75,000 members. 40 centimes per member. (*c*) Own *Bulletin.* (*f*) Switzerland, in Summer, 1938. Mr. C. Boulanger, Rue Desandrouin 7, Charleroi, Belgium.

Secular Education League.
To secure State neutrality toward religion in State-aided schools. 600. (*e*) Whitehall 6842. Miss Freeman, 12 Palmer Street, S.W. 1.

Simplified Spelling Society.
4,000. 1s. upward. (*d*) Cafe-Wallsend. (*e*) Wallsend 63614. Mr. Thomas R. Barber, S.S.S. Office, Station Road, Wallsend-upon-Tyne.

Southwark Diocesan Schools Association and London Diocesan Board of Education (Incorporated).
Lectures for Teachers. (*e*) Whitehall 4132. Rev. Canon G. D. Barker, M.A., K.H.C., Room 658, Grand Buildings, Trafalgar Square, W.C. 2.

Speech and Drama, Association of Teachers of.
240. 10s. (*e*) Victoria 2515. (*f*) January, 1939, at Conference of Educational Associations. Miss M. Gulick, 15 Belgrave Road, S.W. 1.

Speech Fellowship, The.
To further the cause of good speech. (*b*) 5s. (*c*) *Good Speech.* (*e*) Museum 4628. Miss Gertrude Kerby, The Speech Institute, 56 Gordon Square, W.C. 1.

Speech Training and Dramatic Art, The Central School of, Incorporated.
(*e*) Kensington 3661. Miss Jane E. Gavin, B.Sc., Royal Albert Hall, Kensington Gore, S.W. 7.

Student Christian Movement of Great Britain and Ireland.
10,500. (*c*) *The Student Movement.* (*d*) Indefessus-Gold, London. (*e*) Speedwell 2311. (*f*) July, 1938, Swanwick, Derbyshire. Rev. R. C. Mackie, M.A., Annandale, North End Road, N.W. 11.

Student Service, International.
10s. (*c*) Own *Bulletin.* (*e*) Euston 1475. Mr. Philip Smith, 49 Gordon Square, W.C. 1.

S.T.U.T.I.S. (Secondary, Technical and University Teachers' Insurance Society), The.
Open to other professions. Approved Society under the National Insurance Act, 1911. 9,000; and Sickness Insurance under the Friendly Societies Act, 1896. 2,300. (*e*) Euston 2151. (*f*) June, 1938, at Office. Miss C. A. M. Cripps, M.A., Gordon House, 29 Gordon Square, W.C. 1.

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Surgeons, Royal College of.
[Fellowship, F.R.C.S.; Membership, M.R.C.S.; Licence in Dental Surgery, L.D.S., R.C.S.] 2,400 Fellows; 20,000 Members. (*e*) Holborn 4699. (*f*) November, 1938. Mr. Kennedy Cassels, M.A., F.C.I.S., 39–43 Lincoln's Inn Fields, London, W.C. 2. (See also Conjoint Board.)

Teachers Registration Council, The.
(Established by Act of Parliament and Constituted by Orders in Council). Registration fee: £3. No subscription. (*c*) *Official List of Registered Teachers.* (*e*) Museum 2479. Mr. R. A. Spencer, M.A., 47 Bedford Square, W.C. 1. (*See Royal Society of Teachers.*)

Teachers' Training and Registration Society, The.
58. 2s. 6d. minimum. (*e*) Maida Vale 5376. (*f*) June, 1938. Winkworth Hall of Residence, 213 Chevening Road, N.W. 6. Miss A. J. Isaacs, Maria Grey Training College, Brondesbury, N.W. 6.

Technical Institutions, Association of.
199. 3 guineas. (*d*) Education, Loughborough. (*e*) 2675 and 2676 Loughborough. (*f*) Cardiff, June 24 and 25, 1938. Dr. H. Schofield, M.B.E., B.Sc., Loughborough College, Leicestershire.

Technical Institutions, Associations of Teachers in.
2,000. Full-time teachers, 30s.; part-time teachers, 10s. 6d. (*c*) *The Technical Journal.* (*e*) Euston 2151. (*f*) June 4, 1938 Leeds. Mr. J. Wickham Murray, M.A., 29 Gordon Square, London, W.C. 1.

Technical Institutions in Northern Ireland, Associations of Principals of.
35. £1. (*e*) Newtownards 116. (*f*) June, 1938, Belfast. J. U. Stewart, B.Sc., B.Com., Technical School, Newtownards, Co. Down, Northern Ireland.

Technical Institutions, Association of Principals of.
192. £2 2s. (*e*) Langham 2020. (*f*) February 23, 1939, London. Mr. D. Humphrey, B.A., B.Sc., The Polytechnic, Regent Street, W. 1.

Tonic Sol-fa College of Music (Incorporated 1875).
[Fellow, F.T.S.C.; Licentiate, L.T.S.C.; Associate, A.T.S.C.] Holds examinations and trains Teachers. 3,000. (*f*) April 2, 1938, London. Mr. Herbert J. Winter, 26 Bloomsbury Square, W.C. 1.

Toynbee Hall, Universities' Settlement in East London.
(*e*) Bishopsgate 5946. Mr. J. J. Mallon, LL.D., M.A., J.P., 28 Commerical Street, Whitechapel, E. 1.

Training College Association.
700. 17s. 6d. (or £1 2s. 6d. with *Journal*). (*c*) *Journal of Educational Psychology.* (*e*) Euston 2151–4. (*f*) January, 1939, London. Miss K. B. Anderson, 29 Gordon Square, W.C. 1.

Training Colleges, Council of Principals of.
120. £1. Meetings are held in January, March, June, November. Miss S. E. S. Richards, Stockwell College, The Old Palace, Bromley, Kent. Mr. E. R. Hamilton, 29 Gordon Square, W.C. 1.

TRAINING OF TEACHERS.

Aberdeen Committee.
(*e*) 2872. William A. Edward, M.A., D.Litt., The Training Centre, St. Andrew Street, Aberdeen.

National Committee.
46. (*e*) Edinburgh 23618. (*f*) June 17, 1938, Edinburgh. Mr. J. R. Peddie, C.B.E., M.A., D.Litt., Executive Officer, 140 Princes Street, Edinburgh, 2.

Oxford University.
Department of Education. Mr. M. L. Jacks, M.A., 15 Norham Gardens, Oxford.

St. Andrews Provincial Committee.
(*e*) Dundee 4559. Prof. William McClelland, M.A., B.Sc., B.Ed., The Training College, Park Place, Dundee.

Teachers' Training Syndicate, University of Cambridge.
Mr. F. E. E. Harvey, M.A., 17 Brookside, Cambridge.

Trinity College of Music, London.
[Fellow, F.T.C.L.; Licentiate, L.T.C.L.; Associate A.T.C.L.] Holds Examinations in Music for Teachers' Diplomas and Students' Certificates. (*d*) Musicatus, Wesdo, London. (*e*) Welbeck 5773. Mr. Alexander T. Rees, Mandeville Place, London, W. 1.

Universities Bureau of the British Empire.
A centre of information about the Universities of the Empire; acts as Secretariat for the Committee of Vice-Chancellors and Principals; organizes a quinquennial Empire Congress. Next Congress, 1941, at Manchester. (*d*) Uniburb, London. (*e*) Euston 5164. Secretary: Mr. W. B. Brander, C.I.E., C.B.E., 88A Gower Street, W.C. 1.

Universités et Écoles Françaises, Office National des.
French official educational office. Holiday courses, education in France, exchanges of correspondence and holiday visits, &c. (*e*) Kensington 6211. Monsieur L. E. Genissieux, c/o Institut Français, Queensberry Place, S.W. 7.

UNIVERSITY EXTENSION AND TUTORIAL CLASSES.

Aberystwyth.
Rev. Herbert Morgan, Director of Extra-Mural Studies, University College, Aberystwyth.

Bangor.
Secretary, Joint Tutorial Classes Committee, University College of North Wales, Bangor.

Birmingham.
(*e*) Central 8541. Apply, The Director of Extra-Mural Studies, The University, Edmund Street, Birmingham, 3.

Bristol.
(*e*) Bristol 24997. Mr. W. E. Salt, M.A., B.Com., Department of Extra-Mural Studies, The University, Bristol, 8.

Cambridge University Board of Extra-Mural Studies.
(*e*) Cambridge 4859. Mr. G. F. Hickson, M.A., Stuart House, Cambridge.

Cardiff.
Registrar, University College, Cardiff.

Durham Committee. (Board for Extra-Mural Studies.)
300. (*e*) Durham. Rev. E. G. Pace, D.D., Hatfield College, Durham.

Leeds Committee.
(*d*) University, Leeds. (*e*) Leeds 20251. The University, Leeds 2.

Leicester.
Director of Extra-Mural Studies, Vaughan College, Leicester.

Liverpool.
Extra-Mural work of the University. (*e*) Royal 5460. Mr. A. McPhee, M.A., B.Com., Ph.D., Officer for Extra-Mural Studies, The University, Liverpool, 3.

Manchester University Committee for Extra-Mural Work.
(*e*) Manchester: Ardwick 2681. Mr. H. P. Turner, M.A., LL.M., Mr. R. D. Waller, M.A., The University, Manchester.

Newcastle-upon-Tyne.
(*e*) Newcastle 23401. Director of Extra-Mural Studies, King's College, Newcastle-on-Tyne, 2.

Nottingham.
Constituent Committees of the Delegacy for Extra-Mural studies. University College, Nottingham. (*e*) Nottingham 2024. Prof. R. Peers, M.A., University College, 14 Shakespeare Street, Nottingham.

Oxford University Delegacy for Extra-Mural Studies.
(*c*) *Rewley House Papers.* (*d*) Extramural, Oxford. (*e*) Oxford 2524. Mr. L. K. Hindmarsh, M.A., Rewley House, Wellington Square, Oxford.

Reading.
A Joint Committee of the University and the Berks, Bucks and Oxon Branch of the W.E.A. Registrar, The University, Reading.

Sheffield.
Registrar, The University, Sheffield.

Southampton.
(*e*) Southampton 74071. Mr. J. Parker, M.A., Extra-Mural Department, University College, Southampton.

Swansea.
Registrar, University College, Swansea.

University of London.
University Extension and Tutorial Classes Council. (*d*) University, London. (*e*) Museum 8000. Mr. A. Clow Ford, M.B.E., B.A., Senate House, University of London, W.C. 1.

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Undergraduates, Guild of. (University of Liverpool.)
1,990. £3 3s. (*c*) *Sphinx*. (*e*) Royal 4740. (*f*) May, 1938. Miss E. E. Bushell and Mr. J. S. V. Andrews, Students' Union, 2 Bedford Street, N., Liverpool, 8.

Union of Jewish Women.
Educational activities, to assist educated Jewesses, to advise and help them to train, through loans, to place them, &c. 600. 5s. (minimum). (*e*) Euston 3992. (*f*) March, 1938. Miss Alice Jacob, Woburn House (4th floor), Upper Woburn Place, W.C. 1.

University Students. National Union of Students of the Universities and University Colleges of England and Wales.
28,000. 5s. (*c*) *The New University*. (*e*) Euston 2601. (*d*) Undergrad, Westcent, London. (*f*) November, 1938, London. Mr. R. Nunn May, 3 Endsleigh Street, London, W.C. 1.

University Teachers, Association of.
The advancement of University Education and Research and the promotion of common action among University Teachers and the safeguarding of the interests of the members. University Teachers and Research Workers. 1,750. 15s. (*c*) *The Universities Review*. (*d*) Zoology, Agricultural Buildings, Aberystwyth. (*e*) Aberystwyth 605. (*f*) May 27, 1938, Bristol University. Prof. R. Douglas Laurie, M.A., Dept. of Zoology, University College of Wales, Cambrian Street, Aberystwyth.

University Teachers of Scotland, Association of.
Mr. T. A. Joynt, Old College, Edinburgh.

University Women, British Federation of, Ltd.
3,750. 10s. (*c*) Own *Report* and *Review*. (*e*) Flaxman 0019. (*f*) June, 1938, Manchester. Miss Kathleen Johnston, M.A., Crosby Hall, Cheyne Walk, Chelsea, S.W. 3.

University Women, International Federation of.
To promote understanding and friendship between the university women of the nations of the world. Thirty-four affiliated national federations of university women graduates. Each national federation subscribes yearly according to membership. 70,000. (*d*) Ifederuw, Southkens, London. (*e*) Flaxman 0018. (*f*) July, 1938, London. Miss Erica Holme, Crosby Hall, Chelsea, S.W. 3.

Welsh Secondary Schools Association.
150. £1 5s. (*c*) *The Review*. (*d*) County School, Ystalyfera. (*e*) Ystalyfera, Glamorgan 29. (*f*) Two meetings yearly, December and May. Mr. Henry Rees, B.A., Barrister-at-Law, County School, Ystalyfera, Glam.

Welsh Teachers, Union of.
To secure due recognition for the Welsh Language, Literature, and History in the National System of Education in Wales. 1,200. 2s. 6d. (*c*) *Yr Athro* (The Teacher). (*f*) September, 1938. Mr. David O. Roberts, 'Ynyswen,' Broniestyn, Aberdâr, Sir Forgannwg.

Women, Training of, Society for Promoting the (Women's Loan Training Fund).
See under "Loan Funds."

Women Teachers, National Union of.
To secure equal opportunities and equal pay in the teaching service for women and men of the same professional status. £1. (*c*) *The Woman Teacher*. (*e*) Kensington 1316. (*f*) Eastbourne, January, 1939. Miss E. E. Froud, 41 Cromwell Road, S.W. 7.

Women's Employment Federation.
The training and employment of educated women. Federation includes the Appointments Boards of most Universities; The Associations of Assistant Mistresses, Head Mistresses, Teachers on Domestic Subjects, Teachers of Swedish Gymnastics (Ling Association), Joint Agency for Women Teachers; University Colleges; Schools; Secretarial and Domestic Science Colleges; the Institute of Hospital Almoners, the Women's Farm and Garden Association, the National Institute of Industrial Psychology. 2 guineas for organizations; varying for individual members. (*e*) Vic. 0128, Mrs. Oliver Strachey, M.A., 31 Marsham Street, S.W. 1.

Women's Service, London and National Society for.
Has a Library and Information Bureau. 1,400. 20s. (*e*) Victoria 9542. (*f*) November, 1938. Miss Philippa Strachey, 29 Marsham Street, S.W. 1.

Workers' Educational Association.
To meet the needs of adults for further education. 2,095 affiliated societies, 27,386 members, 578 branches. District societies, varies, about £1 1s. National societies, varies, about £5 5s. Individuals, varies. (*c*) *The Highway*. (*d*) *Edulabasso*. (*e*) Victoria 5715–6. (*f*) November, 1938, place not settled. Mr. Ernest Green, J.P., 38A St. George's Road, S.W. 1.

IN THE MERRY MONTH OF MAY

AN ELIZABETHAN MADRIGAL SET TO MUSIC BY THOMAS MORLEY IN 1595

LATIN VERSION BY BASIL ANDERTON

[Among the May games of Queen Elizabeth's time was "Barley-Break" (or couple-catching)—"an old country game, resembling *Prisoner's Bars*, played by six persons (three of each sex) in couples; one couple had to catch the others, who were allowed to 'break,' and change partners, when hard pressed."
—*Shorter Oxford English Dictionary*.]

Now is the month of Maying,
When merry lads are playing
Each with his bonny lass
Upon the greeny grass.
Fa, la, la.

The spring clad all in gladness
Doth laugh at winter's sadness,
And to the bagpipe's sound
The nymphs tread out their round.
Fa, la, la.

Fie then, why sit we musing,
Youth's sweet delight refusing?
Say, dainty nymphs, and speak,
Shall we play barley-break?
Fa, la, la.

Maius mensis adest, amoenus ille.
Nunc ludunt pueri iocorum amantes,
Ludunt et lepidae suae puellae
Quae circumvolitant virente in herba.
Io, ha, heia.

Iam Ver veste nova sua renidet,
Irridetque Hiemi nigrae atque tristi;
Iam nymphae graciles, sonante buxo,
Saltant, in numerum choros agentes.
Io, ha, heia.

Pro! Cur nos ita somniamus usque?
Nostra aetas iuvenile gaudium optat.
Ludentesne libet—precor, puellae—
'Binos prendere' dum petunt asylum?
Io, ha, heia.

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SPRING AND SUMMER CONFERENCES, COURSES AND TOURS

Association for Education in Citizenship.—The Association is holding a Secondary School Conference at Mosley College, Westminster Bridge Road, London, S.E. 1, from March 4–6. The subject for the conference is to be Methods of Training for the Responsibilities of Citizenship. The speakers include Sir Ernest Simon, Dr. Cyril Norwood, Prof. Maheu and Mr. J. H. Simpson. Entries can still be made at a fee of 7s. 6d. Applications should be sent to the Minister for Education in Citizenship, 10 Victoria Street, London, S.W. 1.

* * *

Central Council of Recreative Physical Training.—In promotion of the provision of well-trained leaders of outdoor and indoor recreation the Central Council has arranged the following courses: (*a*) A three-months' course for women at Anstey College, Birmingham; (*b*) A three-months' course for men at Loughborough College; (*c*) Summer Holiday Camps for men at the Sir William Dunn Camping Ground, Downe, Kent, from July 30 to August 6 and August 6 to 13, and at the Heswall Camp, Cheshire, from August 20 to 27; (*d*) A Summer Holiday Camp for women to be held at Milton Mount College, Crawley, Sussex, from July 29 to August 13. Further particulars can be obtained from the Central Council, 115 Abbey House, Victoria Street, London, S.W. 1.

* * *

Nancy.—The summer courses organized by the University of Nancy are to be held this year from July 4 until September 24. The programme includes advanced courses in French, classical and contemporary literature, French history and geography, lectures on the great currents of thought and the vital problems of the present day. In addition to elementary courses in grammar, composition and everyday conversation, a regular course in phonetics, with individual tests for every student, is held throughout the course. The University awards two diplomas after a written and oral examination: Diplôme d'Études Françaises and Diplôme Supérieur d'Etudes Françaises. The University plans tours in the neighbouring country (Vosges battlefields) and visits to the principal local industries and places of interest. Inquiries with reference to the courses and accommodation should be made to: The Secretary, Cours de Vacances, 13 place Carnot, Nancy (Meurthe-et-Moselle), France.

* * *

St. Andrews Summer School for Teachers.—The St. Andrews Provincial Committee has approved the syllabus of courses for the St. Andrews Summer School for Teachers to be held during the last three weeks of July. The University has granted the use of St. Salvator's Hall and its annexes for the accommodation of teachers in attendance. An attractive programme is provided. Sir William McKechnie, formerly Secretary to the Scottish Education Department, will deal with the problems that must be faced by the schools when the school-leaving age is raised. Prof. I. L. Kandel, of Columbia University, New York, is to undertake a survey of the "New" Education in the different countries of the world. The subject of modern poetry will be treated by Mr. Edwin Muir. Prof. Browning, of Glasgow University, will deal with recent history and its presentation to pupils in post-primary departments. Mr. Guy N. Pocock will give a course in the teaching of English and Mr. J. Fairgrieve a course in geography. In addition to all these the second part of the biology course, which was started last summer, will be conducted by Prof. Peacock and Prof. Graham; the course for infant mistresses will also be continued and provision will also be made for courses in needlework, handwork and physical education. St. Andrews is an ideal place for a summer school and prospective students would be well advised to make early reservations.

Conference of Women Science Teachers.—The Annual Meeting of the Association of Women Science Teachers took place at St. Martin's High School, Tulse Hill. The main feature of the meeting was a film-lecture demonstration on "Recent Developments in Educational Films and their use in Science Teaching." This was arranged by the Advisory Council of the Educational and General Services Ltd., an association of educationists and of film producers which aims at supplying educational films and the necessary equipment. Films shown were both silent and sound, the following being of great interest to secondary school teachers: "Animals of the Rocky Shore," "Crystals," "Embryology of the Sea Urchin," "Molecular Motion" and a film of the work of Pasteur. These films were particularly useful because rapid perspective of a series of movements could be obtained; or because speedy movements, difficult to understand, could be slowed down; or because changes in solid form were more easily visualized. Although biological sciences have formed the theme of the majority of science films up till now, there appears to be a great unexplored region in the physical sciences and in chemistry in particular.

* * *

Home and School Council of Great Britain.—The Annual Conference will be held at St. Gabriel's Training College, Cormont Road, Camberwell, on Friday and Saturday, March 11 and 12, 1938. The theme of the Conference will be The Permanent Need for Discipline. Addresses will be given by The Rt. Hon. Lord Horder, K.C.V.O. and Prof. Cavenagh, King's College, London. The nearest Tube Station to St. Gabriel's is The Oval (on the Morden Line).

* * *

The British Institute of the University of Paris.—The British Institute has announced three Easter Vacation Courses as follows: (1) A course for French Masters and Mistresses in public schools and colleges to be held from April 5–14; (2) A course for Public School Boys to be held from April 4–14; (3) A course organized for the London School of Economics to be held from March 28 to April 13. Application forms and further particulars can be obtained from Mr. B. S. Townroe, British Institute Offices, 1 Old Burlington Street, London, W. 1.

School Drama.—Under this title a new quarterly magazine has been launched by a group of school teachers to act as a forum for the exchange of views between those actively engaged in the work of school and club dramatic societies. The first issue contains, among other interesting contributions, articles by Mr. Geoffrey Whitworth, Director of the British Drama League, Miss C. M. de Reyes, of the School Drama Society and Citizen House, Bath, Mr. E. Sharnwood Smith, formerly Head Master of Newbury Grammar School and Mr. C. R. Allison, of Stowe School.

* * *

Poster Competition.—The London County Council has authorized a poster competition with a view to securing a suitable pictorial design for the purpose of advertising the Council's evening classes for 1938–39. Prizes of £50, £20 and £10 will be awarded for the three designs which are considered by the judging committee to be the most suitable. For the past few years the Council's poster competitions have been restricted to London art students, and this is the first occasion on which artists generally have been afforded an opportunity of competing. It is proposed on the conclusion of the competition to hold a public exhibition of selected designs at the County Hall. The last day for the submission of entries is March 31. Full particulars may be obtained from the Education Officer, County Hall, S.E. 1.

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ART AND ART LITERATURE

By R. D. LAXON

THE STUDIO[1] is an institution. For forty-four years it has propagated a broad outlook on the arts. In the January issue we find John Constable, and Philip de László. We have the glamour of the sawdust ring, interpreted by Dame Laura Knight, Charles Cundall and others; while in the copiously illustrated article on "Australian Art To-day," the development of art in the fifth continent, from traditionalism to post-impressionism and surrealism, is reviewed by Mr. Basil Burdett, art critic of the *Melbourne Herald*. *The Studio* has from the first been an exemplar of good typographical arrangement and display. The new issue with its larger type and skilful use of space shows what can be done without resorting to the fashionable and unpleasing method of dispensing altogether with a margin to the illustrations. This is a timely lead which we hope will be followed.

If the arts do not flourish it will not be for lack of nourishing literature.

The two latest additions to the Phaidon Press Series deal with *The Impressionists*[2] and with *Cézanne*[3]. This series of books has achieved the fame it deserves, and we have already expressed our unqualified admiration in these columns. Of these two books it is only necessary to say that they give us a comprehensive gallery of reproductions illustrating French painting from Manet to Cézanne. The battle fought by the Impressionists has long since been decided in their favour; but Cézanne stands at the parting of the ways. The Impressionists were so preoccupied with hitherto unattempted effects of light and colour that they frequently neglected design. It is claimed that Paul Cézanne rediscovered structural design. Until now we have had books about the man rather than about his works. It is significant that the names of certain artists are bandied about to-day by people who know nothing of their performance. They owe their notoriety to the Fleet Streets of Europe. The name of Michelangelo takes us at once to the Sistine Chapel, to the tombs of the Medici in San Lorenzo, or to those unforgettable unfinished figures for the tomb of Julius II: these first, and then only afterwards to what Varsari has to say of tavern brawls and broken noses. But of Cézanne, Van Gogh and Gauguin, the man in the street knows that one slashed his own canvases, and the other his own person, while the third fled to the Pacific, but he is unfamiliar with their works. The Phaidon Press has given us the opportunity of remedying this.

On closing the book on Cézanne we seem to have had contact with a powerful personality striving, often unsuccessfully, to express his emotions. His great influence on modern painting is undeniable, but we suspect that, because great artists of the past have not always been understood by the mass of their educated contemporaries, we of this generation, in our anxiety to avoid mud slinging, have accepted eccentricity as a necessary ingredient of greatness, and placed on a pedestal works which will bewilder posterity.

Modern painting seems to be in a less healthy state than the arts which have a safe anchorage in function, notably architecture, furniture design, typography and commercial art and design which has to do with locomotion. *Designs for Discussion*[4], by Mr. Leslie Brewer, is a most useful collection of contrasted examples of the good and bad in design. As the writer of the foreword says, it is not a book but a provocation.

The education of the layman proceeds apace; the B.B.C. has lately taken a hand, and we should soon have a discerning and therefore a deserving public. For those who are teaching art as part of general education we can recommend *The Art Teacher*,[5] by Prof. P. J. Lemos. It is a compendium which contains more illustrative material than any previous publication. It cannot fail to stimulate class-room work.

The history of art is also an important school subject and of *An Illustrated Handbook of Art History*,[6] by Prof. F. J. Roos, it is difficult to speak too highly. It includes some 1,600 illustrations showing the development of painting, architecture, sculpture, furniture and the minor arts, from prehistoric times to the present day. As a book of reference it is unique. It brings together between two covers examples which until now could be found only in an extensive art library. Restored views of classical buildings are given, and also enlarged details. There are also some useful reference charts.

Books such as these afford unprecedented facilities for study. A true understanding of the masterpieces of the past should help the artists of to-day to avoid a sterile eclecticism on the one hand, and a violent revolt against tradition on the other. Both these affectations are the result of too much theorizing, and they must be guarded against if the arts of painting and sculpture are to survive and flourish. *Il faut attendre le boiteaux.*

[1] **The Studio.** January, 1938. (2s. net.)

[2] **The Impressionists.** (10s. 6d. net. Vienna: The Phaidon Press. London: Allen & Unwin.)

[3] **Cézanne.** (10s. 6d. net. Vienna The Phaidon Press. London: Allen & Unwin.)

[4] **Designs for Discussion.** By L. BREWER. (1s. 3d. Methuen.)

[5] **The Art Teacher: a Compendium of Ideas, Suggestions and Methods for the Art Education of the Child, based upon the Practice of leading Schools and Colleges in the U.S.A. and other Countries.** By P. J. LEMOS. (40s. net. Batsford.)

[6] **An Illustrated Handbook of Art History.** By F. J. Roos. (12s. 6d. net. New York: Macmillan.)

Students of Scott will note with interest the announcement in the Spring List issued by MESSRS. CONSTABLE & CO., LTD., that Sir Herbert Grierson, who edited the twelve-volume centenary edition of Scott's letters, has prepared a new biography of Sir Walter Scott. Of topical interest is Naomi Mitchison's *The Moral Basis of Politics*, a survey of the modern political and economic scene by one who has always been associated with the more advanced movements.

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THE

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By Prof. E. ALLISON PEERS, M.A. See *The Journal of Education* for September, 1935.

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XV.—LATER CHRISTIANITY AND ITS MOVEMENTS

By the Rev. F. K. CHAPLIN, M.A., Chaplain of St. Dunstan's College, S.E. 6

The Papacy

THE power of the Papacy in the Middle Ages became enormous. One Emperor, Henry IV, stood barefooted in the snow outside the walls of Canossa, some say clad only in his shirt, waiting to be pardoned by the Pope. Our own English king, Henry II, went barefoot through the streets of Canterbury to kneel in the chapter-house in order that the monks might flog him.

All this and more can be read in H. B. Workman's *Church of the West in the Middle Ages*, and in J. A. Froude's *Short Studies on Great Subjects* (Collins); especially his three lectures on the "Times of Erasmus and Luther."

The Reformation

Feudal Europe was fairly cosmopolitan. Charles Reade's hero in *The Cloister and the Hearth* travelled about western Christendom without the bother of passports and rates of exchange, &c. By 1430, however, a sentiment of nationality was emerging. In Bernard Shaw's *Saint Joan* there is an Englishman. Some people in England were just beginning to feel that they were English. A similar feeling had caused trouble in Scotland some time before. See Aguilar's *The Days of Bruce*. Joan of Arc was, nevertheless, ahead of her time in her patriotism and in her belief in the authority of conscience.

This nationalism, in the sixteenth century, led to that revolt of several countries against foreign, *i.e.* papal, domination, which was part of the Reformation. It was the individualism of the Renaissance asserting itself in religion. Luther was as much an individualist as Rabelais.

First-hand knowledge can be obtained by the general reader from M. A. Currie's collection of *Luther's Letters*, and from *Life and Letters of Erasmus* (Longman). Lord

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Acton's *Lectures on Modern History* (Macmillan), treat, among other subjects, of Martin Luther. Froude's short studies can be used again here. More bulky but quite attractive is Cardinal Gasquet's *The Eve of the Reformation.*

The New Learning and the Bible

Another feature of the Renaissance, the revived interest in Greek studies, led to an increased interest in the text of the Bible, and to translations in England, France and Germany.

This year, 1938, has been chosen for celebrating the four hundredth anniversary of the Reformation, because in 1538 the Great Bible was ordered to be set up in every Parish Church in England. This event has been chosen as a landmark in the history of our English Bible. Chapter VIII of J. R. Green's *Short History of the English People* begins with an enthusiastic narrative on this subject. Muir's book, *Our Grand Old Bible*, is also good. F. S. Hearne's little volume on *How the Bible Came to Us* is published for a shilling by the Sunday School Union. Patterson Smyth's *How we got our Bible* is being brought out in a cheap edition for the Reformation Celebrations.

The Counter-Reformation

One of the most important effects of the Reformation was the Counter-Reformation, with the reforms of the Council of Trent and the missionary activities of the Jesuits. Macaulay's *Essay on Ranke's History of the Popes* is particularly graphic. Says Macaulay: "The Jesuits invaded all the countries which the great maritime discoveries of the preceding age had revealed. In the depths of Peruvian mines, at the marts of the African slave caravans, on the shores of the Spice Islands, converts were made. In regions which neither avarice nor curiosity had tempted their countrymen to enter, the Jesuits preached and disputed—in tongues no other European understood."

Macaulay gives a fascinating account of Ignatius Loyola, the founder of the Order. Lord Acton's *Lectures* include one on the Counter-Reformation.

The Warring Sects

The Protestant Reformation convulsed Europe for two hundred years. The intellectual renaissance was stifled. I often say that the Renaissance brought forth a monster which almost strangled its mother.

Bernard Shaw's *Saint Joan*, with its Preface, gives an accurate picture of the methods of the Inquisition, and a defence of persecution which will not easily be surpassed. A. S. Turberville's *The Spanish Inquisition* (H.U.L.)* is useful. Monsignor Robert Hugh Benson's novel, *Come Rack, Come Rope*, is a scholarly study of one aspect of the reign of Elizabeth. Charles Kingsley's *Westward Ho!* presents another point of view. Harrison Ainsworth's description of the tortures described in *The Tower of London* shows what resources were available for the tormentor in those days.

John Buchan's *The Man and the Book* (Nelson) has several stories bearing on this epoch: so has Hilaire Belloc's *The Eye Witness*. Walter Scott's *Woodstock* also has a bearing on the subject, as has Blackmore's *Lorna Doone*. Chapter VIII of Green's *Short History* should be also consulted.

The struggle in Scotland is amply dealt with by Scott. *Old Mortality* is, I think, the locus classicus, but there is also the *Legend of Montrose*, and *The Monastery*, and its sequel *The Abbot*. John Buchan has given us *Witch Wood*.

The Huguenots, by A. J. Grant (H.U.L.) deals with the French aspect. Lord Acton's *Lectures* include one on the Huguenots, too.

The Massacre of Saint Bartholomew's Eve is dealt with in Stanley Weyman's *The House of The Wolf*, and by Dumas in *Marguerite of Valois*.

Time will not permit much reference to Marjorie Bowen, and H. C. Bailey and others: but another article in this series has already traversed this ground. (See *The Journal of Education* for April, 1937.)

The Puritans

The Puritan has always been an enigma to other people, whether it be as an employer in Conan Doyle's novel, *The Firm of Girdlestone*, or as a father, on the stage, in *The Barretts of Wimpole Street*, or as a missionary in *Rain*, which have all three been filmed.

As Macaulay points out in his *Essay on Milton*, the Puritan had two sides to his character; the one all self-abasement, penitence, gratitude, passion; the other, proud, calm, inflexible, sagacious. He prostrated himself in the dust before his Maker; but he set his foot on the neck of his king.

Conan Doyle's *Micah Clarke* is a very good study of the English Puritan; *Old Mortality* is unsurpassed for the Scottish; May Wynne's *Witchfinder* is good for the New England Puritans.

The Quakers

Amidst the Wars of Religion of the seventeenth century there arose a new conception of the Church when the Quakers called themselves the Society of Friends. Mrs. Craik's *John Halifax, Gentleman*, gives, perhaps, the classic picture of a Quaker family. Scott's *Red Gauntlet* contains a less elaborate, but very significant, account of Joshuah Geddes and his daughter, Rachel. Nelsons do a very nice edition.

In his essay on Imperfect Sympathies, and in the one on Quakers Charles Lamb makes it clear that he was very much impressed by the Friends. Says he: "Every Quakeress is a lily; and when they come up in bands to their Whitsun conferences, whitening the streets of the metropolis, from all parts of the kingdom, they show like troops of the Shining Ones."

Toleration

The Wars of Religion were but the growing pains of Liberty. In time, intellectual freedom began to appear, under the guise of religious toleration, and the Age of Reason began. In 1660 the Royal Society was founded.

J. R. Bury's *History of Freedom of Thought* (H.U.L.) is a concise narrative of the whole subject. Longer, but interesting, is Lecky's *Rise of Rationalism in Europe*, which used to be included in the R.P.A. sixpenny

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reprints. My own book on the *Effects of the Reformation* (Heffer) attempts to outline the growth of religious toleration. The chapter on Liberty in Winwood Reade's *Martyrdom of Man* is an epic.

The Methodists

A hundred years later, a new spirit was abroad. By 1760 western Europe had become sentimental. In literature, this sentimentalism is included in Romanticism. In religion, it produced a notable movement. Green's *Short History* becomes even more than usually picturesque when it reaches the Methodists and Whitefield's preaching, " hushing all criticism by its intense reality, its earnestness of belief, and its deep tremulous sympathy with the sin and sorrow of mankind."

Chapter XXXI of Bishop Boyd Carpenter's *Popular History of the Church of England* is good here. Dinah, the Methodist woman preacher in George Eliot's *Adam Bede* must not be forgotten.

Quiller Couch's *Hetty Wesley* (Dent) was much discussed when it first appeared. An abridged edition of Wesley's *Journal* (Dent) is worth reading. The Religious Tract Society have penny biographies on John Wesley and George Whitefield.

The Evangelicals

The Methodists themselves, numerous and influential though they became, were perhaps a small part of the results of the Methodist revival. The lethargy of the clergy came to an end, and the great Evangelical movement revivified the Church. Chapter X of Green's *Short History* crams a good deal of vivid detail about the humanitarian impulse of the Evangelical movement into a small space. Chapter XXXII of Boyd Carpenter's *Popular History* (Murray) covers the ground. Canon Watson's volume on *The Church of England* (H.U.L.) is also useful, as is Edwyn Bevan's *Christianity* in the same series. The R.T.S. penny biographies include lives of Elizabeth Fry, William Wilberforce, John Howard, and the Earl of Shaftesbury. There is also a volume on the British Anti-Slavery Movement in the H.U.L. Those whose ideas of slavery are based on *Uncle Tom's Cabin* will obtain a new point of view from Margaret Mitchell's *Gone with the Wind*.

Missions can scarcely be touched on here, for lack of space: but the R.T.S. penny biographies have lives of David Livingstone, Mackay of Uganda, Chalmers of New Guinea, Gilmour of Mongolia, and Grenfell of the Congo. Mrs. Creighton's volume on *Missions* (H.U.L.) contains a bibliography.

The Oxford Movement

The Oxford Movement was great and important, but we cannot do justice to it now. Chapter XXXIV of Boyd Carpenter's *Popular History* gives a plain, unvarnished account. The Church Literature Association has a wealth of publications on the subject. The Ritualists, who followed, were roughly handled by Harold Begbie in novels like *The Priest*, which expressed the ordinary Protestant opinion. Compton-Mackenzie in *The Parson's Progress*, &c., and Robert Keable, *Passim*, deal with the Anglo-Catholic position.

We can scarcely touch on other and later movements, but Kingsley's novels, *Yeast* and *Alton Locke*, mark the beginning of Christian Socialism. The Salvation Army is the theme of Harold Begbie's *Broken Earthenware*, and of *The Light of India*. He also did a similar work about the Y.M.C.A. The history of the Free Churches has been done by W. B. Selbie in *Nonconformity* (H.U.L.); but the really popular work is Joseph Ritson's *Romance of Nonconformity*. Barry, in *The Little Minister*, &c., delineates the old-fashioned Presbyterian. Every one has heard about A. J. Russell's *For Sinners Only*, but few realize that Rose Macaulay's humorous novel, *Going Abroad*, is a very able study of the Group Movement and the methods of the early " Groupers."

Is it irrelevant to mention that *The Proselyte*, a novel by Susan Ertz, is a very competent exposition of Mormonism?

Harbour Lights

From the desert of loneness;
The darkness of doubt;
From the tempest of pain
The lights shine out.

A great white gull
In a magic light
Flies through the sky,
And gone is the night.

Violet Branford.

Note by the Editors.—In the article on " A Seventh Decade Begins," which appeared in the January issue, mention was made of Mr. Benchara Branford as an early and valued contributor. We have pleasure in continuing the connexion by publishing the above brief lyric from the pen of Mr. Branford's daughter, author of *The Quest*.

Three new school books in the Spring List issued by the Cambridge University Press will attract attention: they are *Science for the Services*, by D. B. Peacock, which has been prepared for the technical examinations, in particular the Aircraft Apprentices', R.A.F. and the Artificer Apprentices', R.N.; *A New Geometry*, by A. W. Siddons and K. S. Snell; and *Electricity and Magnetism*, by A. E. E. McKenzie, of School Certificate and 1st M.B. standard. Many, apart from physicists, will welcome the new series entitled the Cambridge Library of Modern Science, if the promise of the first volume, *The Evolution of Physics*, by Prof. A. Einstein and Dr. L. Infeld, is maintained.

* * *

Messrs. H. F. and G. Witherby, Ltd., have just issued the first volume of *The Handbook of British Birds*, by H. F. Witherby, Rev. F. C. R. Jourdain, Norman F. Ticehurst and Bernard W. Tucker. This standard work will be completed in five volumes, and is a re-written and expanded edition of the well-known *Practical Handbook of British Birds*.

* * *

The Shakespeare Head series issued by Basil Blackwell is to be augmented, according to that firm's Spring List, by a collection of fourteen volumes on *The Prose Writings of Jonathan Swift*, edited by Prof. Herbert Davis, of Cornell, and by two volumes of *Unpublished Works of the Brontës*, edited by T. J. Wise and J. A. Symington. Teachers will also be interested in *Beginning Latin*, by Gilbert Highet, and in *The Teaching of Arithmetic and Elementary Mathematics*, by W. L. Sumner.

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FURTHER LETTERS TO A YOUNG HEAD MASTER

VIII.—PUBLIC SCHOOLS, OUT-OF-SCHOOL ACTIVITIES, &c.

By W. JENKYN THOMAS, M.A., ex-Head Master of Hackney Downs School, formerly Grocers' Company's School

MY dear W.

I was glad to get your letter, with answers to the questions which I asked. First and foremost, let me say how relieved I am that you were not among the number of head masters who recently applied for membership of the Headmasters' Conference. Had you been, I might have applied Dean Liddell's words to you, " Not only have you imperilled your immortal soul, but you have incurred my serious displeasure." Several head masters, of whom I used to think well, did, to my sorrow, apply, and I can think of no reasons except snobbish ones why they did so. By the way, I like a good definition. In that wondeful book, *The Oxford Concise Dictionary*, the definition of a snob, as the word is now used is, " A person with exaggerated respect for social position ; and a disposition to be ashamed of socially inferior connexions, behave with servility to social superiors, and judge of merit by externals." And do you remember the American's definition of life—" It's just one dam thing after another." But I must not digress.

Not all the charges, of course, in the *Oxford Concise Dictionary* apply to the head masters in question, but they must have been actuated by the feeling that they and their schools would rise in the social scale if they were admitted. They would have either openly claimed or implied, according to their temperaments, that their schools are now public schools. But they would not have deceived many. The general public understands pretty well what schools are public schools in the proper meaning of that term. It understands, too, that what is called the public school spirit is not confined to those schools. Head masters, whether of public, grammar, county or municipal secondary schools should have souls above social position, and the vast majority have, thank goodness.

I asked you, *inter alia*, about English grammar. I am glad that it has its proper place in your curriculum. In my commonplace book, I find the following letter from a parent to a head master. " I do not desire for my son to ingage in grammer, as I prefer him to ingage in yuseful studies and can learn him to speak and write properly myself. I have went through four grammers and I cant say as they did me no good. I prefer him ingage in german and drawing and vocal music on the piano." I suppose that this must be attributed to that prolific writer, " Mr. Bon Trovato." As regards Latin, French and German, there was, when I was at school, too much insistence on accidence, to the neglect of vital elements in those languages. But the pendulum has swung too far in the opposite direction now, and I am glad that you insist upon a thorough knowledge of accidence. I am glad, too, that you feel like me about writing, spelling, dates, &c.

I did not ask you about your out-of-school activities, because I have your school prospectus, which gives a long list of them. Now, I acquit you (though there are a few head masters whom I do not so acquit) of organizing out-of-school activities for advertising purposes, or to impress the inspectors of the Board of Education, who pay much attention to such developments. But I want to ask you a few questions about them. Are all these clubs and societies really flourishing ? If so, is there not a danger of your boys becoming so absorbed in them as to devote insufficient time to their homework ? And if your staff takes such a great share in running them as your prospectus suggests, have they enough time for keeping up-to-date in their subjects and for correcting written work ? I mention first the considerations which affect the school. It is by no means an easy matter, especially for your science masters, to keep up-to-date. As regards written work, I myself was always assailed by the temptation to neglect correcting it. It is a hateful job—one of the few things about teaching which is hateful—but it has got to be done, if one's teaching is to be effective. There is another consideration—have the masters any time for any life of their own, apart from school ? They ought to, even in term-time. Otherwise they become narrow, and awkward and ill at ease in the company of non-scholastic men and women.

Surely all the activities in that long list are not really flourishing and useful. I am convinced that you have too many. My advice to you—quite unasked for, but as Mark Twain said, " To be good is noble, but to tell others how to be good is nobler, and no trouble "—is to do away with several of them.

You briefly say that you are suffering from an epidemic of stealing in your school. Very few schools escape. You do not say how you are dealing with it. I hope you are avoiding a big mistake I once made when I had such an epidemic. I put a prefect on to watch at a peep-hole into the place where the thefts were taking place. He saw a friend of his stealing, came and reported to me quickly enough to enable me to catch the culprit *in flagrante delicto*, but burst into tears afterward and was miserable for a long time. I was very sorry about it and made up my mind never to employ a boy in such a task again. Thefts in school are very difficult to deal with, and one gets no help from professors of education or books on school management.

The dreadful verses which, for some inscrutable reason I quoted to you and which for some reason equally inscrutable you wish to learn, are as follows :

" Tomahawked had been her husband,
Then the foe with fiendish jest
Drank his blood and scooped his eyes out,
Eating them with frightful zest."

Talking of " inscrutable," do you know this ? " Dis noted divine is one of the greatest men ob de age. He knows de unknowable, he can do de undoable, and he can onscrew the onscrutable."

Yours ever, W. J. T.

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PERSONAL PARAGRAPHS

THE Council of the Girls' Public Day School Trust has appointed Miss M. Jarrett, at present Head Mistress of the Clapham High School and Principal of the Clapham High School Training College, to be Head Mistress of Streatham Hill and Clapham High School and Principal of the Clapham and Streatham Hill Training College, as from September, 1938. Miss Jarrett passed through the Final Honours School in English Language and Literature from Lady Margaret Hall, Oxford. Prior to her appointment to Clapham High School she was English Mistress at The Belvedere School, Liverpool.

* * *

THE Governors of the Worthing High School for Girls have appointed Miss Constance Reid, of the Paddington and Maida Vale High School for Girls, as Head Mistress of the Worthing High School for Girls in succession to Miss Kate Coast, who is retiring at the end of August of this year. Miss Reid graduated with M.A. at Oxford.

* * *

MISS MARGARET STANSFELD'S fifty years as Physical Instructor at The Bedford High School for Girls, and thirty-five years' Principalship of the Bedford Physical Training College no doubt constitutes a record in length of tenure. In 1884, Madam Bergman-Österberg visited England to introduce the Ling System of Swedish Gymnastics to the women's colleges and schools then arising to meet the claims of higher education for women. Two years later this lady, who had left home and husband to establish Ling's methods, opened a Physical Training College for Women at Dartford Heath, Kent. One of her first students was Miss Stansfeld. She was the ablest, and became an enthusiastic disciple. Bedford High School requiring a physical instructor, Madam Bergman-Österberg sent Miss Stansfeld. It was an ideal appointment, for the Midland town had two large public schools for girls, several private schools, and about 1,000 girls required physical instruction. Fifteen years after her appointment at the High School, the Bedford Physical Training College was established. Beginning with one house in Bedford's chief residential thoroughfare, others were annexed until twelve were required to house the staff and students. Miss Stansfeld's contribution to national fitness is considerable and the fine record of England's women in international sport owes much to the Bedford College as developed under her guidance.

* * *

MR. A. G. PITE, who collapsed at a function and died on March 18 last, had only been in office as Head Master of Cheltenham College since January, 1937. Mr. Pite was an exhibitioner of Westminster School and graduated from Trinity College, Cambridge, with a first class in Part II of the Hist. Tripos. He served in the Royal Field Artillery from 1915 to 1919 being awarded the M.C. Later he became Head of the Cambridge University Settlement and Tutor of the W.E.A. London District. Prior to appointment to Cheltenham Mr. Pite had been Head Master of Weymouth College for nine years.

ONLOOKER.

CORRESPONDENCE

OXFORD AND THE TRAINING OF TEACHERS

In your leading article for March you consider at length the topic of " The Training of Teachers," and you form conclusions with almost all of which I cordially agree. May I regret that your leader-writer was so uninformed as to make a misleading reference to this University because it had no " Professor " of Education ? Good gracious, sir, would it have increased the immense value of the work of Mr. George Smith in the last ten years if he had been called " Professor " Smith instead of Director of the Department ? The Oxford nomenclature happens to be different from that of modern universities, and *we* call a man a professor when his main duties are concerned with research and pure scholarship ; a man whose work has more of the administrative in it, who is head of a department, whose qualifications are generally more practical, is commonly called a " Director." It is true that the Science Departments have moved away from this tradition, but tradition it is, and your leader-writer should have looked rather at facts than at names.

It is not for me to estimate the value of this Department, nor how good it is at its job, nor even how far it lags behind Cambridge ; but when Oxford is probably the only University in the country which stipulates by Statute that the Head of its Education Department should be an experienced schoolmaster, when it has supported a Readership in Education (which *is*, of course, for scholarship) for many years, it is rather hard to be picked on as an example of a " casual view " of the art of teaching. It really does seem to me, sir, that you owe some slight apology to " Professor " Jacks !

R. E. WILLIAMS.

Department of Education,
15 Norham Gardens, Oxford.

Mr. Williams should reflect carefully before indignantly labelling me as " ill-informed." I criticized Oxford University, *not* its Education Department, for not giving the art or science of education its due official status, and I hold that both Mr. George Smith and Mr. Maurice Jacks should have been occupants of a chair in education (on which needless to say they would shed lustre). I remember the foundation of the Day Training Department in 1919 (when I was a member of the University) and this enables me to remind Mr. Williams that it is still a Department (just as indeed is the Department for Research in Agricultural Economy). There are faculties at Oxford in studies such as law, medicine and theology, but not in education. Music and geography have their boards of studies but education has none. It is high time that Oxford followed the example of London University, which recognizes the Director and Deputy Director of the Institute of Education as Professors of the University. And now that Cambridge is about to do the same, may we not hope that Oxford will give its own Education Department the fuller status that it has long deserved ?

THE WRITER OF THE ARTICLE.

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TOPICS AND EVENTS

A Cameo from the Pacific.—Through the generosity of Sir Philip Goldfinch, K.B.E., General Manager of the Colonial Sugar Refining Company, Ltd., of Australia, a new diorama of a sugar plantation in Fiji has been constructed at the Imperial Institute, South Kensington, where it can now be seen in the Fiji Court of the Exhibition Galleries.

* * *

Educational Broadcasts from New York.—The National Broadcasting Company, Inc., of New York. U.S.A., is including within its educational programme a series of "Great Plays." These plays, which are chosen from the classics, will show the development of drama from the Ancient Greek to, and including, the modern theatre. The series commenced with "The Birds," by Aristophanes and the broadcasts are being continued on Saturday afternoons from 5 to 6 p.m. EST. At each presentment a commentator discusses the locale of the play, describes the audience and the historic place in which the play was actually presented in the past.

* * *

Esperanto.—The increasing use of Esperanto is indicated by the following developments:

The Minister of Education in Denmark has recently decreed that in future the instruction of Esperanto is to be encouraged and supported financially in State Day and Evening Schools.

The National Broadcasting Service in Eire, after several experimental broadcasts in Esperanto last year, has now decided to introduce the international language as a regular programme item. At present, information about the country and its institutions is being broadcast in Esperanto once a month, and the authorities have received many hundreds of appreciative letters from all over Europe.

The French Minister for National Defence, M. Daladier, has issued a special decree permitting the organizing of courses for the instruction of Esperanto to officers and soldiers of all ranks in the French army.

The use of the international language is rapidly growing in Czechoslovakia, and on April 19 and 20 the Czech short-wave station in Prague is for the first time transmitting a special programme in Esperanto to America and Europe respectively.

* * *

Studentship in the History and Geography of India.—The University College Committee will award, in June, 1938, a Sir William Meyer Studentship in the History and Geography of India, of the value of about £120, tenable for two years. Candidates must be graduates of a university of the British Empire and must be qualified to enter upon an approved course of training in methods of research, with a view to taking a higher degree in the University of London. The candidate elected will be required to devote his (or her) whole time to this work. Candidates wishing to compete should communicate with the Secretary of University College, London (Gower Street, W.C. 1) as soon as possible, and not later than May 15, 1938.

* * *

Secondary Schools and Citizenship.—Over a hundred secondary schools in and near London were represented at a conference on Methods of Training in the Responsibilities of Citizenship held at Morley College. Sir Ernest Simon, speaking on "The Qualities of a Democrat," said that the rise of dictatorships had made it necessary for the democracies to determine the type of citizens they wanted to produce. The intellectual qualities which the schools should strive to foster were a wide range of knowledge, clear thinking which could penetrate propaganda, imagination and the power of compromise. Children should enter upon life with the determination to contribute something effective to the commonweal, and should be ready to admit that their opinions might not always be right. Dr. Cyril Norwood stressed physical fitness as an essential requisite of good citizenship. He criticized the system of sending children out to exercise together because they happened to be on a certain level intellectually, and advocated graduated exercises for graduated classes. Mr. J. H. Simpson, Principal of St. Mark's College, urged the value of self-government in school not only as a training for democratic government but as a means of abolishing that feeling of inferiority so often experienced by adolescents and finding expression either in abject submissiveness or in puerile and aggressive bumptiousness. Mr. Michael Stewart, of the Coopers' Company's School, dwelt on the necessity for raising controversial issues in school, if an adequate study of the modern world was to be pursued. An honest statement of the teacher's views was both permissible and advisable provided that it was accompanied by a clear statement of the facts and principles in dispute. Altogether the conference was a very helpful one.

Latin Versions of Children's Songs and Rhymes

By BASIL ANDERTON

THE LION AND THE NIGGER BOY

There was a dreadful, dreadful lion that roared about the land.
He found a little nigger boy asleep upon the sand.
He just gave one big roar and waked the little fellow up,
And said, 'You'd better run away, for I've come out to sup!'
The little boy said, 'Thank you, Sir,' and ran with all his might;
And the lion never looked at him till he was out of sight.

(W.S.A.)

Olim leo grandis erat,
Horridus, torvissimus,
Qui per terras mugiebat
Escae avidissimus.
Aethiopicum sopitum
In arena puerum
Videt: semel rudens eum
Suscitat attonitum.
'Heus, in pedes,' inquit leo,
Conice te citius:
Cenam sumere iam volo.
Apage! Sic satius.'
Ille 'Grates ago,' inquit.
'O benigne domine!'
Inde loca tuta petit,
Aufugitque strenue;
Quem non leo aspicit
Donec e conspectu sit.

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FOREIGN AND DOMINION NOTES

CANADA

Reform was the keynote of all educational activity in Canada during 1937, and foremost in advocating and reporting upon progressive tendencies has been *The School*, the organ of the Ontario College of Education at the University of Toronto. Among a number of excellent regular features of special interest is "Current Events," by L. J. Henry, of the Central Technical School, Toronto; this is divided into two sections, A, consisting of suggested assignments for class reports by individuals or committees, with references, including the daily press, dealing with the subject under investigation, and B, consisting of a summary which is a model of conciseness, relevance and integrity. If for no other reason but this feature, *The School* should have a universal circulation in Canadian institutions of all kinds, and Mr. Henry's methods applied at all stages.

Reform in the air.

In an article in *The School* for December last, the advances made in improving administrative units were discussed. The small-district system of administering rural schools and the present methods of distributing the financial burden of school costs have long hampered progress in teaching method and curriculum reorganization. The most sensational advance made in this direction has been in British Columbia, where the Peace River and Fraser Valley areas have become models of large centralized inspectorates benefiting all the smaller units. Alberta has since 1936 had a law permitting the Minister of Education to create as large school divisions as he may choose with a minimum of five sub-divisions or wards, the divisions being administered by a board on which sub-divisional delegates sit. The divisional boards appoint teachers, enforce attendance laws and, through municipal councils, raise school funds by taxation, while the sub-divisional boards have general supervision of school property in the districts and may provide, or petition the division for, educational facilities not provided by the division. In the last report of the Provincial Minister—who is also Premier—Alberta had divisions covering one-fifth of its area, and it is hoped in time that the divisional boards will be enabled to choose their own superintendents and that the present school district boundaries will disappear, these districts becoming no more than attendance units.

Enlarged Administrative Units:

—in British Columbia.

—in Alberta.

Though British Columbia and Alberta have shown such marked progress, there has been advance elsewhere.

Manitoba enacted legislation for municipal units long ago, but only one municipality took advantage of it. In 1936, however, the law was amended to allow of municipal school districts in any rural municipality where all the districts are under an official trustee.

—in Manitoba.

Ontario has attacked the problem of the small school but has encountered much opposition, due only to the innate conservatism of a rural population with long-established traditions of independence. A Bill introduced some twelve years ago to replace the rural school sections by township units was withdrawn for this reason and permissive legislation only is now in force, York and a number of northern townships having their own areas.

—in Ontario.

Quebec being the oldest province is well satisfied with its system, but the Maritime Provinces show widespread dissatisfaction with the small district; one county in Nova Scotia, largely as a result of the adult education scheme sponsored by the St. Francis Xavier University, has petitioned for permission to establish the whole county as an administrative unit.

—in Quebec and the Maritime Provinces.

The general conclusions to be drawn from this reformist movement are: (1) that the blame for the postponement of reform is due not to the provincial educational departments but to the conservatism of the rural population, and (2) that reform is well on the way, specially in the West, and that the extension of the adult education movement is one of the most important contributory factors.

Revision of the curriculum has been the preoccupation of every province in the last ten years and in an article in last month's *The School* the whole question was discussed. 'Canadian education has never before been surveyed and the system has grown up haphazardly to suit local needs; this is in startling contrast to the excessive zeal displayed in the United States where 30,000 curriculum revisions are filed in Columbia University. This sporadic growth has been produced by a philosophy of education embodied in a belief in the selective ability of educational experts and the uniform text-book, a blind faith in the training colleges, and confidence in the inspectorate and in the efficacy of the examination system. Thus, unlike the American system, the Canadian is retrospective and conservative, not prospective and experimental. American criticism and the Hadow reports have stimulated the provinces, however, and the following are the outstanding points from the new revisions.

Curriculum Revision.

The new conception of education is one which stresses the development of character and citizenship and the provision of a "stimulating environment in which the pupils' natural tendencies will be directed into useful abilities and desirable attitudes." An intermediate or junior high-school must be recognized as a stepping-stone to the high school from the elementary school. "Activity" programmes must be further introduced into the system, but to prevent the frequent "sloppiness" found in the use of these programmes, the examination system must be retained. "Enterprises," a term taken from the Hadow reports, but similar to the American "projects," are to be encouraged; these are called "social activities" in the lower grades in Alberta and "social experiences" in the higher. Crafts, art, music and domestic science are to be encouraged and the consequent reorganization of buildings is to be introduced. Health, physical education and mental hygiene are recognized as important basically, and provision is to be made for the differentiation of ability. Homework is to be restricted and library reference and a wider choice of books is recommended. In sum, a liberal wave is sweeping over Canadian education which reflects considerable American influence, notwithstanding frequent reference to the Hadow reports.

Intermediate Schools.

"Activities" and "Enterprises."

Homework and Library-reference.

This wave can also be noted in the recommendations of the Canadian Education Association on examinations a year ago. These include a single type of high-school leaving certificate issued by the Department of Education, to be based on the successful completion of a provincial minimum high-school career, regardless of the subjects taken save for a few common ones. They also include a recommendation that no examinations be set in art, music, vocational subjects and English Literature, and that specimens of work and record cards should be considered in these subjects. Essays and oral tests are further recommended for testing creative ability and languages respectively, and carefully constructed short-answer tests should be used for subjects where information and routine skill are to be tested.

Examination Reform.

Also received: *The Educational Record* of the Province of Quebec. *The Educational Review*, the official organ of the New Brunswick Teachers' Association and the Prince Edward Island Teachers' Federation.

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HOLIDAY COURSES, CONFERENCES AND TOURS

Physical Training.—Courses in Physical Training are being held at Loughborough College in conjunction with the Central Council of Recreative Physical Training for and on behalf of the National Fitness Council. The courses have been arranged in preparation for the demand for whole-time Organizers and Leaders (Men) which may reasonably be expected to follow the offer of grant-aid made by the National Fitness Council to those authorities and voluntary organizations wishing to make such appointments. The courses are of two types, one of twelve weeks' duration (April 26 to July 15) and one of twenty-four weeks (April 26 to Christmas). The shorter course is intended for men who have had previous training and experience, and the longer course should help young men desirous of obtaining appointments as part or full-time instructor-leaders in physical training. Application forms and further particulars may be obtained from the Central Council of Recreative Physical Training, Abbey House, Victoria Street, London, S.W. 1.

* * *

Study Tour to Italy.—An investigation into education, housing and social welfare schemes in Italy is to be made by professional men and women from all parts of Great Britain who will visit Rome, Florence and Naples this Easter. The visit has been organized by International Holiday and Study Tours (60 Torrington Square, London, W.C. 1) to meet the special needs of teachers, architects and those engaged in social studies. Facilities will be provided for members of the party to visit schools, factories, land and housing development schemes or to make special studies in any field of cultural interest. Members of the party will be welcomed by the Italian Minister of Education and a reception will be given in their honour by Prince Colonna, Governor of Rome. An opportunity will be provided for those who wish it to meet the Pope.

* * *

Additional Courses for Acting Teachers.—Teachers in England and Wales with at least five years' teaching experience who desire to break away from teaching for a short spell in order to pursue, either at home or abroad, courses of advanced study of post-graduate type, or to undertake practical study of industrial conditions connected with the teaching of technical subjects, are at liberty to apply to the Board of Education for financial assistance for the purpose. The period for which aid is available is about one year, but shorter periods can be approved. The maximum grant payable to any one teacher is £200. The object of these awards (Studentships for Teachers) is to enable a limited number of teachers to increase their knowledge of a particular subject and at the same time to extend their experience of the world, and thus to enhance their value to the community as teachers. Further particulars (Form 125 U.) and application forms are obtainable from the Board of Education, Whitehall, S.W. 1. Applications should be made before April 30, 1938.

* * *

Town and Country Planning Summer School, 1938.—It has been decided to hold the School this year at Mardon Hall, Exeter, from September 2 to 9. Mardon Hall is a fine modern Residential Hall of the University College, standing in large grounds with excellent recreational facilities. The programme of lectures will be issued as soon as possible, and those wishing to receive copies, or to have their names placed on the School Register, should communicate at once with the Hon. General Secretary, 26 Church Green, Witney, Oxfordshire.

* * *

Refresher Courses for Teachers.—The Board of Education has issued a list (178) of Term Courses for Serving Teachers approved under the terms of Circular 1453. The courses are for the summer term and the list includes courses in physical training, arts and crafts, music, rural subjects and care and education of retarded children.

* * *

Dramatic Production.—An Easter School of The Art of Acting and Play Production will be held at the Everyman Theatre, Hampstead, London, N.W. 3, from April 14 to 24. This will be the forty-first vacation school inaugurated by the Little Theatre, Citizen House, Bath, from which forms of application and further particulars can be obtained.

* * *

Lausanne.—The programme of the vacation courses in modern French arranged by the Faculty of Letters of the University of Lausanne is now available. The courses extend from July 18 to October 8 and are divided into four sections each of three weeks' duration. Each course comprises practical work and phonetics, but in addition Course A (July 18–August 27) includes lectures on literature, history, art, &c. Examinations are held at the end of each period of six weeks, and certificates of proficiency awarded. Adequate facilities exist for sport and recreation, and excursions are arranged. Application should be made to the Secrétariat de la Faculté des Lettres, Cité, Lausanne, Switzerland, or in Great Britain to Mlle. B. M. Nichols, S. Catherine's School, Bramley, Guildford.

* * *

New Ideals in Education.—The Easter Conference is to be held at Lady Margaret Hall, Oxford, from April 16–21. The theme of the conference is to be Education and Character (with Reference to the training of the Emotions). The address of welcome will be given by Mr. M. L. Jacks, Director of the Training Department, Oxford, and formerly Head Master of Mill Hill School. An interesting programme has been arranged including periods for group discussions.

* * *

International Conference on Peace Teaching.—The Education Committee of the League of Nations Union, upon which are represented all the national associations of local educational authorities and teachers, has convened an international conference of teachers for the end of the Easter holidays. The Conference is to re-examine the whole question of " peace teaching " in the schools and to consider how best to equip young people to meet the unknown but, possibly, immense problems that will confront them as citizens in a rapidly changing world. The Conference will meet in the University of London from Friday, April 22, until the afternoon of Monday, April 25.

* * *

Holiday Courses in Europe.—Under this title the Institut de Coopération Intellectuelle de la Société des Nations, Paris, has published its annual list, price ten francs. Copies can be obtained from Messrs. Allen & Unwin, Ltd., 40 Museum Street, London, W.C. 1. All the higher holiday courses organized in Europe and open to foreign visitors are included. Brief details of the programme, fees and facilities are given for each of the 160 courses listed.

* * *

Board of Education List of Summer Schools.—List 180, published by the Board of Education and obtainable at H.M. Stationery Office, price 6d., gives brief particulars of the vacation courses to be held, mainly in the summer, in England, Wales and Scotland. Included in the list are some fifty short courses for teachers arranged by the Board of Education itself.

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PRIZE COMPETITIONS

The winner of the March Competition is "V. N.," *proxime accessit* "T. S. M."

The winner of the February Competition was Miss Norah M. Chown, 37 Chartfield Avenue, Putney, S.W. 15.

We classify the forty-one versions received as follows:

Class I (*a*) V. N., T. S. M., Ex Or, Pluto, L. L., Urbanus, H. S. W., Bubenberg, Fidelis, Numéro.

(*b*) Pearly Queen, Yendu, G. E. M., D. L. H., J. E. M., Chateâu d'If, Borderer, Argentea, Atlantis, J. T. P. R., Silsden, Memus, Dexter, Calvus, Old Trident, Colva, E. Hy.

Class II.—Sinister, Tula, Lee Anderson, Martin, Hibernia, Old Colwyn, R. E., Roxane, Presbutes, Afon Wen, Damon, Nautilus, Onyx, W. A. C.

ÉPITAPHE, BY FRANÇOIS MAYNARD (1582–1642)

Ci gît Paul qui baissait les yeux
A la rencontre des gens sobres,
Et qui priait toujours les cieux
Qu l'année eût plusieurs Octobres.
Ce grand pilier de cabaret
Avecque un hareng soret
Humait des bouteilles sans nombre ;
Passant qui t'es ici porté,
Sache qu'il voudrait que son ombre
Eût de quoi boire à ta santé.

TRANSLATED BY "V. N."

Here Paul doth lie, who vail'd his eyes
On meeting persons starched and sober,
Who ceas'd not to implore the skies
That half the year might be October.
This tavern-prop, to quench the thirst
That one red herring gave him first,
Would swallow bottles without number.
Trav'ller that mark'st the grave of Paul
Know, might his spirit rouse from slumber,
He'd pledge thee, giv'n the wherewithal.

TRANSLATED BY "T. S. M."

Here lieth Paul, who would not lift
His eyes in presence of the sober,
And ever craved of heaven this gift :
A year with more than one October.
The tavern's main support and stay,
With countless bottles day by day
He moistened his red herring dry.
Be sure that he would wish his ghost
Never to lack, good passer-by,
The wherewithal thy health to toast.

TRANSLATED BY "EX OR"

Here lyeth Paul who dropped his eyes
When meeting people who were sober,
And who for ever prayed the skies
For years with every month October.
This great supporter of the pub,
The while one bloater served for grub,
Unnumbered bottles would be swilling.
Stranger whom hazard hither drew,
Know that he'd fain his shade were filling
A glass wherewith to drink to you.

TRANSLATED BY PLUTO

Here lies Paul who turned his gaze
Away from that of sober men,
And prayed that the October days
Passing, might return again.
At many a tavern in the town
He washed his daily herring down
And supped innumerable glasses ;
Stranger, be sure his spirit would
Be glad, when any traveller passes,
To drink his health—if spirits could.

TRANSLATED BY "L. L."

Here lieth Paul who droop'd his eyes
In meeting those completely sober,
And ever pray'd unto the skies
For years with more than one October.
This mighty Pillar of the Inn
With a salt herring would begin
Imbibing bottles numberless.
Stranger, that chancest this to see,
Know he would have his shade possess
The wherewithal to drink to thee !

TRANSLATED BY URBANUS

Here lieth Paul whose downcast eyes
Avoided sober people's gaze ;
His prayers went ever to the skies
For more October months and days.
This pillar of the village inn
With a red herring would begin
The endless swilling he essayed.
Whoe'er thou art that passest here,
Know thou 'twould please him if his shade
Could drink thy health in his loved beer.

We were delighted with both the number and the quality of the entries submitted, and as there are no knotty problems to be elucidated, we are able to print several in full.

There was one point of some linguistic interest. "Ex Or," in a footnote to his version, suggests that the curious non-elision in *avecque un* may be intended to emphasize *un*. Perhaps some reader who is more of an authority on seventeenth century prosody than we are ourselves can tell us whether this is so. Darmesteter (*Historical French Grammar*) says that the form *avecques* coexisted with *avec* "until well into the seventeenth century. We find the form *avecque* at this time because the *s* had dropped in pronunciation. . . . In the second half of the century *avecques* is scarcely ever used, save in poetry, to gain an additional syllable in the line." It may be therefore that the word ought to have been printed *avecques* here, or that the ghost of the *s* was enough to prevent elision.

Be that as it may, we make no doubt that the one thirst-provoking herring is intended to be contrasted with the many bottles. The prize-winner brought out this detail ; so also did "Atlantis" :

This notable toper would dine
On a single red herring, but wine !
Why, bottle on bottle he drained.

Unfortunately this competitor chose a lilting metre scarcely suited to any epitaph, even a toper's, and his concluding line was very weak.

"Ex Or" brought in a modern touch, unnecessarily we thought, with "*pub*" and "*grub*." His last three lines were entirely admirable, but in the end we placed him below the more orthodox "V. N." and "T. S. M." The former's Shakespearean *vail'd* was quite in keeping

(Continued on page 202)

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with the original, and we liked his ingenious return to the name *Paul*, to make a rhyme for *wherewithal*. " L. L." gave a close rendering, though less spirited than " Pluto's." " Urbanus " anglicized the wine into " October ale," quite a reasonable liberty to take. In parenthesis—as one or two competitors expressed doubt on the subject—October is of course the vintage time : vendémiaire, as the First Republic renamed it. " H. S. W." notes " I should have wished to substitute *vintage-months* for *Octobers*, but doubted whether the P.E. would ' stand for ' it." On the contrary, we should have accounted it to him for righteousness.

As usual, " H. S. W." and " Bubenberg " reached a high standard. " Fidelis " sent in a very pleasing version, but made it easier for himself by using ordinary rhymed couplets throughout.

Some of Class I (*b*) chose fancy metres of their own ; however, all were quite good translations, worthy to be printed if we had space. " Pearly Queen " rendered the epitaph into purest Cockney, ending :

> You what 'ikes by, 'e'ld 'ave you know
> 'Is spook is sick as mud to lack
> The wherewithal to say " Bung O."

We were vastly entertained, but sternly repressed our inclination to place this *tour de force* any higher, reminding ourselves that some of the entertainment was provided by the translator and not derived from the original. The same may be said, to some extent, of the amusing version by " Numéro." " G. E. M." wrote " O passer-by who wander*eth* here " and " Silsden " " Know wayfarer who pass*eth* by," each ignoring the second person singular. " Memus " would have been higher but for a very uncomfortable bit of scansion in the last line but one :

> Know he'd enjoy his shade having
> Wherewith to toast thee, passing friend.

We must pass over the rest in this section without comment, except to say that we should have liked to print " Argentea's " verses, a remarkably fine performance by a German lady. She should note that the " imperfect " form *was meeting* and *was quaffing* will not do in English in a frequentative sense. We should say *met*, or *used to quaff*.

" Lee Anderson," though very readable, took liberties with both meaning and metre. Poor " R. E." concluded that the *hareng soret* was some obscure idiom, and vainly ransacked dictionaries. " Roxane " did a sound translation, in blank verse. " Presbutes " and " Afon Wen " should pay more attention to their scansion. Did " Damon " leave out a line in copying ?

> Tavern's pillar, jocund sinner

seems to need something ending in " dinner " to rhyme with it.

We might remark that *cabaret* should not have been left unchanged, as two competitors left it. The *mot juste* was tavern, and " Old Trident " went one better with

> This pillar of the bibber's kirk.

We acknowledge with thanks stamps in lieu of coupon from " Pearly Queen."

A Prize of Two Guineas is offered for the best translation into English of the following passage from *Le Bal du Comte d'Orgel*, by Raymond Radiguet (Bernard Grasset, Paris).

Anne, que cette scène avait laissé froid, admit qu'il allait peut-être avoir mal. Il eut peur moins de la souffrance que des gestes qu'elle lui ferait accomplir. Il pressentit que peut-être il ne considérerait pas toujours cet aveu comme il persistait de le faire : une inconvenance qui tirait sa gravité d'avoir été publiée. Contrairement aux autres hommes qui se laissent aller à ce qu'ils éprouvent, et songent ensuite aux moyens d'empêcher le scandale, le comte allait professionellement au plus pressé, c'est-à-dire qu'il exploitait son choc, son hébétude, et, commençant par la fin, gardait pour la suite et pour le moment où il serait seul les angoisses du coeur.

Enfin, il semblait comprendre ! Mahaut voyait bien que sa phrase avait porté. Attendant et souhaitant une tempête, elle ferma les yeux. Mais Anne regrettait déjà d'avoir pu, par des mots prononcés plus fort que les autres, sortir de son cérémonial. Mahaut tremblante l'entendit donc qui disait d'une voix très douce :

" C'est absurde . . . Il faut que nous cherchions un moyen de tout réparer."

Il y avait entre ces deux êtres une grande distance. Elle rendait impossible à Mahaut de saisir le mécanisme qui amenait cette douceur. Elle se coucha doucement sur son oreiller, comme dans ces rêves qui se terminent par une chute. Ces sortes de chutes réveillent. Elle se réveilla, se redressa. Elle regardait son mari, mais le comte d'Orgel ne vit pas qu'il avait devant lui une autre personne.

Mahaut regardait Anne, assise dans un autre monde. De sa planète le comte, lui, n'avait rien vu de la transformation qui s'était produite, et qu'au lieu de s'adresser à une frénétique il parlait maintenant à une statue.

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All entries for this month's competition, which must be accompanied by the coupon printed on page 186, *must reach the office by the first post on May* 2, 1938, *addressed* " PRIZE EDITOR," The Journal of Education, *Ludgate Broadway, E.C.* 4.

Prize Essay Competition

ENGLISH COMPOSITION

There was a gratifying increase in the number of candidates in the March Competition, though some way has yet to be made to reach the peak entry. Fairly satisfactory attention has been paid to the rules regarding the competition. Most of the essays were carefully and tastefully put together, but there was an exception in the case of one school. It is to be hoped for their own sake that the three candidates of the school in question did not see the slip-shod way in which their work was dispatched, for neatness in their work and tidiness in sending it into the office contribute to their success and should be encouraged.

A highly creditable standard in the matter of the essays, in their composition, and in such things as penmanship, grammar and spelling was attained. Amongst the Juniors the first four or five essays were exceedingly good. There was a deal of quaint reflection for a girl of 13 in her essay on " Looking back." She was revisiting the playroom in which in earlier years she had spent many happy hours. There were touches of

(Continued on page 204)

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quiet humour, and the general excellence of her work entitled her without doubt to the first prize in her section. Was it spring cleaning that suggested to the winner of the second prize her paper on "Turning out the attic"? She did not suggest cleaning, certainly, of which there appeared to be no little need, but the rummaging amongst discarded pictures, books and mysterious boxes containing surely an incredible quantity of valuable jewellery, beguiled happily the hours of a wet day. A delightful sketch of two Irish villages; comments on awaiting inspiration prior to writing a romance; the amusing characteristics of fellow-passengers in train and steamer—were other noteworthy pieces of work. All were very satisfactory; even the youngest candidate, a child of 10, did well. A few might have written a little more than they did.

Essays of a reflective character stood easily highest amongst the Seniors, and one of them on "The essentials of a liberal education" gained the first prize. Though bias in favour of the modern side was evident, there was shown a wide range and a sound grasp of the comparative values of the various school subjects. The criticism was sensible and the composition good; and the writer was obviously a worthy example of such training as she advocated. A strikingly different topic was "This Jazz." If the title was somewhat unattractive and even repellent at first sight, one was struck with the well-elaborated contention that jazz is an example of the post-War determination of youth to cast to the winds the trammels of convention in favour of freedom in thought and action: a tendency that has shown itself in literature and art as well as in music. The essay was well-informed, thoughtful, and presumably largely original. It gained the second prize. "The challenge of present day to youth" was another admirable essay. In "Actors and Acting" another essay traced from Sheridan to Irving the rise of the drama and its exponents in social estimation. In a different though very delightful vein was the essay on "Give to me the life I love." The writer on "Roads" showed some technical knowledge and due appreciation of improvement on our highways. "Black and White" was a well-sustained plea for the recognition of coloured people. It is needless to say more of the variety and quality of those essays. There was a large amount of descriptive writing, much of it of high merit, but in some with a tendency to flowery language and common-place sentiment. Writers should avoid the too frequent use of compound adjectives and the dragging in of uncalled-for quotations.

The candidates were classified as follows:

JUNIORS

CLASS A.—*First Prize:* Orovida Beriro, Kingsley School, Belsize Park, N.W. 3; *Second Prize:* Joan M. Griffiths, County School, Llandrindod Wells.

(In alphabetical order): Josephine Carry, Notre Dame Collegiate School, Leeds; Cecily Hastings, St. Mary's Priory, Princethorpe, Rugby; Margaret Westland, Bar Convent Secondary School, I.B.V.M., York; Tania Wolff, Kingsley School, Belsize Park, N.W. 3; Jean Yarnold, Notre Dame Collegiate School, Leeds.

CLASS B (in alphabetical order): Patricia Allen, Lansdowne House, Swanage; Michael E. Carpenter, Ryde School, Ryde, I.W.; Pamela Chichester, Barrington Grange School, Ryde, I.W.; Pat Digby, Notre Dame Collegiate School, Leeds; Ellen Flynn, The Bar Convent Secondary School, I.B.V.M., York; Joan Lloyd, Whalley Range High School, Manchester; Constance McCusker, Notre Dame High School, Glasgow; Betty Melia, Whalley Range High School, Manchester; Pepita Merrill, Barrington Grange School, Ryde, I.W.; Olga Sidonio, Notre Dame High School, Glasgow; Dorothy Parker, The Bar Convent Secondary School, I.B.V.M., York; Diana Ward, Barrington Grange School, Ryde, I.W.

CLASS C: Margaret Brennan, St. Mary's Secondary School, Hull; Cathleen Coneghan, Notre Dame High School, Glasgow; Doreen Macfee, Whalley Range High School, Manchester; Mary Peel, St. Mary's Secondary School, Hull; Nicola Lewes, Lansdowne House, Swanage; Pamela Wyatt, Lansdowne House, Swanage; Agnes Whelan, St. Mary's Secondary School, Hull.

SENIORS

CLASS A.—*First Prize:* Edna G. Watkins, Walthamstow Hall, Sevenoaks; *Second Prize:* Jean Lister, St. Mary's Secondary School, Hull.

(In alphabetical order): Margaret W. Acket, Convent of Jesus and Mary, Willesden; Edith R. Clark, Walthamstow Hall, Sevenoaks; Doris Fox, St. Mary's Secondary School, Hull; Irene Franchi, Convent of Jesus and Mary, Willesden; Winifred Hay, Commonweal Lodge School, Purley; Margery Heuston, Notre Dame High School, Glasgow; Brenda Keevil, Commonweal Lodge, Purley; Joan Lavery, Notre Dame High School, Glasgow; Lucia Moody, Convent of Jesus and Mary, Willesden; Eileen Walker, St. Mary's Secondary School, Hull; John R. Walton, Secondary School, Stockport; Norah Winters, Notre Dame High School, Glasgow.

CLASS B (in alphabetical order): Kenneth Annable, Secondary School, Stockport; Elizabeth J. Armstrong, St. Dunstan's Abbey School, Plymouth; Ruth M. Buckingham, Whalley Range High School, Manchester; Mary Elsy, Kingsley School, Belsize Park, N.W. 3; Sheila M. Gillman, St. Dunstan's Abbey School, Plymouth; Fay Harmon, Kingsley School, Belsize Park, N.W. 3; Shirley Holland, Whalley Range High School, Manchester; Margery Isaac, Kingsley School, Belsize Park, N.W. 3; Annis Jackson, Whalley Range High School, Manchester; Margaret John, Convent of the Cross, Boscombe, Hants; William R. Millington, Secondary School, Stockport; Isabel S. Morris, County Secondary School, Llandrindod Wells; June E. Ollis, St. Dunstan's Abbey School, Plymouth; Vega Reddrop, Lansdowne House School, Swanage; Mona I. Vaughan, County Secondary School, Llandrindod Wells.

CLASS C (in alphabetical order): Dorothy Ackroyd, Notre Dame Collegiate School, Leeds; Connie Ballinger, Notre Dame Collegiate School, Leeds; Margaret M. Brady, Notre Dame Collegiate School, Leeds; Robert H. L. Jervis, Ryde School, Ryde, I.W.; Irene J. Keys, Lansdowne House School, Swanage; Maureen Kilroe, St. Mary's Priory, Princethorpe, Rugby; Olivia Page, St. Mary's Priory, Princethorpe, Rugby; Patricia A. Roberts, The County School, Llandrindod Wells; Cwen Wyatt, Lansdowne House School, Swanage.

Essays for the next Competition are due June 6, 1938.

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By H. P. STARCK, M.A. (Cantab.),
Head of the Science Department, The Technical College, Kingston-on-Thames; formerly Lecturer in Chemistry, The Technical College, Bradford

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School Certificate Reform

Examinations may be the bugbear of the schools but nevertheless they seem to be of perennial interest to schoolmasters, schoolmistresses and to professors of education. The controversy which has followed the appearance of the Memorandum on The Form and Aim of the School Certificate Examination is epitomized in the symposium which forms a supplement to this issue. Most of the discussion centres round the third recommendation of the Memorandum: "The Group System should be abolished," which was to be expected since this system has been an integral part of the School Certificate Examination since its foundation. The now famous Circular 849, issued in 1914, which set out the purpose of the examination as being "to test the results of the course of general education before the pupil begins such a degree of specialization as is suitable for secondary schools," went on as a corollary to divide subjects into groups and to insist on a pass in each group. There is no doubt that this was intended as a control of the curriculum, a control at that time necessary, for the secondary schools then varied greatly and an attempt at moulding their curricula by examination requirements was justifiable. Since Circular 849, however, traditions have been established and now the need is felt for a breaking of the bonds of the Group System. It will be seen from the opinions expressed in the symposium that the demand for this breaking comes from many quarters.

A loosening of the bonds there has already been, for it was soon found that a rigid adherence to the demand

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that there should be a pass in each of Group 1, 2 and 3 led to conspicuous injustice. "Compensation" was introduced by which a Certificate was granted to a candidate who had not passed in one of the groups if he had done good work in other subjects. If the recommendations of the Memorandum are accepted, "Compensation" will be abolished as being no longer necessary after the abolition of the Group System. The remarks made on this subject by some of the writers are noteworthy and appear to be unanswerable. That a candidate who passes in five subjects at the minimum standard should receive a Certificate while a candidate who passes well in four subjects and just fails in one should not, still appears an injustice. The suggestion that the aggregate number of marks obtained should be the criterion of success or failure certainly deserves consideration.

It is noteworthy that of the four associations of secondary teachers only the Head Masters remains opposed to the abolition of the system. It might have been supposed that, like the Head Mistresses, it would be in favour of any measure giving heads greater control of the curriculum of their schools. It is in favour of more freedom than at present and would destroy the argument on which the Group System was founded by allowing a certificate to be issued for a pass in Group 1 and any two of the other three groups, but the straightforward abolition of the Group System is too much freedom for them. We fear that its position is a greater tribute to its conservatism than to its logic or to its trust in the teaching profession. A Group System thus modified appears to us to have no justification and the contention put forward by another contributor, this time not a head master, that a modified Group System is still desirable as a protection against an absolutely free choice of subjects, might be sound if it were proposed to allow the pupil to make the choice. The school will make it, and if head masters are not strong enough to resist the temptation "to improve their statistics at the expense of their pupils' general education," the Board's Regulations for Secondary Schools will still be there to stiffen their resistance.

It is, indeed, in the interests of general education that many find the most unanswerable case for the abolition of the Group System, the influence of which in maintaining any real balance of the curriculum has been vastly overrated. If the balance represented by the present grouping of subjects is considered necessary, then the failure to require a pass in Group 4 would seem to have been a direct incentive to an *un*balanced curriculum, and what progress has been made in the teaching of such important subjects as art and music—not to mention physical training—appears to have been made not because of, but in spite of, the demands of the system.

It is much to be feared that the doctrine of "formal training," based upon a long exploded "faculty of psychology," which one contributor to the symposium notes as having influenced the examinations at their inception, still lingers on in the mind—perhaps the sub-conscious mind—of many teachers. It would be interesting to hear the case which would be put up by those who differ from the Memorandum when it boldly states that "all subjects of the examination should be regarded as of equal value." *Educational* value is, of course, intended, and unless *equal* is here understood as *identical*, and so long as it is understood that the teaching of the different subjects is equally effective, the contention appears to us unchallengeable. That more time is devoted to mathematics than to history surely does not indicate that the first is more valuable than the second, but that it is more difficult to attain a comparable standard of attainment. If the Memorandum results in a searching of hearts and a clearing of minds as to *why* the different subjects are taught, traditional conceptions will be challenged, and much outworn technique jettisoned, and, continuing to use an examiner's words, "it will be found that examinations can probably be made very useful and satisfactory."

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THE Secondary School Examinations Council has arranged for a general investigation of the Higher Certificate Examination with special reference to the use of the results in the award of State Scholarships. The Northern Universities Joint Matriculation Board has published a most interesting pamphlet on the machinery used for securing uniformity and fairness in the award of scholarships. The difficulties inherent in comparing the performances of candidates in such different branches of learning as Greek and chemistry are recognized and surmounted by the use of percentile curves. This method is based on the belief that the best candidates in one subject are equal in ability to the best in any other subject and that, therefore, their performances may be considered equivalent, though, measured in marks, they may not be equal. The percentile curves are used to make the distribution of marks similar in all subjects. Thus if 3 per cent of the candidates in mathematics obtain over 90 per cent of the maximum marks, by the use of the percentile curve it is secured that 3 per cent of the candidates in the other subjects of the examination also obtain over 90 per cent. Figures are given to show that by this means a fair distribution of scholarships between candidates offering different groups of subjects is effected. It is noteworthy that though a much smaller *number* of State scholarships are given to the classics, the *percentage* of winners in this group is much higher. This is due to the fact that the classical candidate is given a small advantage on the percentile curve because the N.U.J.M.B. " is definitely of opinion that the candidates in this small group are selected and as a whole are of superior calibre to those " in the other groups.

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IN view of the raising of the school leaving age, the Herefordshire Education Committee is contemplating in some rural areas a reorganization of its post-primary schools which appears to combine secondary and senior (*i.e.* elementary) schools under one administration. The Authority considers that for the satisfactory functioning of a senior school, a minimum of 280 pupils is necessary. Where the character of the area makes it possible to attain this number, such a school will be founded, but where this is not possible it is suggested that efficiency and economy can best be secured by combining an already existing secondary school with a new senior school. The school thus formed would maintain two sides, but the amenities of the school and the teaching in some subjects would be shared by both sides. The alternative is the closure of some small rural secondary schools and the transport of the pupils to the nearest larger school, and the Education Committee is of the opinion that their proposed scheme is less costly and would, moreover, maintain local tradition and interest. The scheme is still in the stage of consideration but the important question which at once arises is whether the new joint-school will be a secondary school or an elementary school. It cannot very well be both or there will be not one school but two, working side by side under conditions which will be likely to cause continual friction. On the other hand, it seems unlikely that it is to be in the rural areas of Herefordshire that the principle that all post-primary education should be secondary is to be first implemented.

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lowest assistant master's maximum and £12 per annum below the lowest assistant mistress's maximum. For appointments since 1914, the highest salary is £138 per annum below the lowest maximum of a certificated master and £66 per annum below the lowest certificated woman's maximum. These teachers complain that their fellow-teachers are lukewarm in their cause, that they suffer from the opposition of reactionary L.E.A.s and that the attitude of the Board of Education is unfavourable. What then is to be done if these grievances are to be remedied?

VARIOUS improvements have been suggested, one being the removal of the 1914 " bar " to which we have referred. Another suggestion is that uncertificated teachers should be placed at the maximum of the appropriate certificated teachers' scale on reaching the age of 50 or 55, the intention being that the resulting increase in pension would compensate to some extent for inadequate salaries. It has also been proposed that an entirely new scale for uncertificated teachers should be adopted. Again, the suggestion has been thrown out that a teacher's certificate and certificated teacher's pay should be given to 500 uncertificated teachers selected each year, but, as Sir Percival Sharp states, this has not received the approval of the representatives of local authorities called in for consultation on the matter. Sir Percival has also commented adversely on the contemplated payment by a few local authorities of salaries to uncertificated teachers above those of the Burnham Scale. The authorities would make such extra payments entirely out of rates, without the aid of Government grant, but Sir Percival advises them to make sure that they would not be surcharged by the Government auditor. The ultimate solution is to cease to appoint any more uncertificated teachers, as has long been advocated by progressive educationists, meanwhile treating existing teachers with some generosity. The dangers arising from the existence of so many professionally unqualified persons should be apparent to all. The same remark applies even more strongly to supplementary teachers.

Is there a Solution?

THE thousandth number of our contemporary, which is the weekly organ of the London Teachers' Association, has just appeared, and we take this opportunity of congratulating both the L.T.A. and the Editor on its publication. It contains abundance of articles, historical and autobiographical, which show what a considerable advance has been made in London's educational system during the last fifty years. Some of the veteran contributors were teaching in the 1880's when classes of ninety(!) were still common. An impressive feature in their reminiscences is the effect that these large classes had on the teaching, making individual tuition impossible and compelling teachers to use methods of discipline and instruction by " numbers " and mass-repetition that may have made for thoroughness but prevented initiative and intelligent understanding. It is all the more significant, therefore, to note that the present programme of the L.T.A. puts smaller classes in the forefront: " no class over thirty " is their aim for 1938, an aim in which they have our hearty good wishes.

The *London Teacher.*

THE Estimates just issued show an increase of £1,460,000 over the vote for 1937, and the total now stands at £51,000,000. The main increases are in elementary and higher education (£800,000), and physical training (£277,000), and it is obvious that the two main causes for these increases are the development of technical education and the inauguration of the campaign for national fitness. We can congratulate ourselves on the fact that at a time when immense expenditure on armaments must inevitably retard the development of the social services, expenditure on education still shows this satisfactory increase. And it is fair to add that the causes of the increase are of such a nature as to disarm opposition from any quarter.

The Education Estimates.

THE discussion at Oxford on compulsory Latin in Pass Moderations recalls the more heated discussion of compulsory Greek of a generation or two ago. German is now the competing language and is recommended as a more useful propædeutic for Modern Greats. The innovators were easily routed on this occasion but we may expect the question to be raised again. Latin occupies a peculiar position at the older universities as a sort of mother tongue. A further appeal has been issued by the University for £250,000, of which £100,000 will be used " to endow a General Research Fund." This appears to be an admirable suggestion, ensuring mobility in relation both to subjects and to workers. The number of research students has doubled in the last ten years at Oxford. " The proper place for research," the official statement asserts, " is a university," and the general feeling in the university is that you may as well kill a man as a promising piece of research.

Oxford University.

THE retirement of the Senior Proctor, in the present year Mr. C. R. Morris, is the occasion for a review of Oxford student activities, traditionally in Latin but in recent years in English. The Proctor's duties are usually associated with discipline though in reality his official membership of many boards and committees is an important part of his work, certainly bringing benefit to the Proctor himself, as Mr. Morris modestly admitted. As to discipline, the report was generally favourable, subject to the comment that society and clubs, and social life generally, tend to take up too much time and attention. This must imply some lowering of intellectual standards if allowed to continue. The retiring Proctor admitted that the question of social intercourse between the sexes was difficult and that the authorities were obliged to recognize changes of convention. There was " still some danger that the disciplinary authorities and public opinion in the undergraduate body might find themselves at cross purposes."

Proctor's Review.

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CAMBRIDGE UNIVERSITY PRESS has established its London headquarters in a new and modern building in the Euston Road appropriately named after the famous classical scholar, Richard Bentley. The housewarming attracted a representative assembly, hospitality being dispensed in the Library, a large and handsome room in which teachers can examine text-books and other publications. The Press has acquired a deserved reputation as an educational publisher. As a record of the new enterprise, a well printed and illustrated brochure was published. We learn of the educational department that four travellers are employed to visit schools. When a new school-book is published " the distribution of prospectuses and specimen copies entails a vast system of correspondence, since the wants of 30,000 schools and 380 educational authorities must be supplied." This may sound commercial but the Press is no mere commercial undertaking. It works under a Charter granted by Henry VIII in 1534 and has a distinguished record in the advancement of religion and learning.

Bentley House.

THE Departmental Committee appointed last year has recommended the abolition of corporal punishment as a judicial punishment. This recommendation, if adopted, must have repercussions in our schools, though the Committee see no objection to the rod, applied by the parent or schoolmaster who knows the boy's character. The Committee's recommendation is based on scientific evidence as to the value of corporal punishment as a deterrent. Such evidence is determinative for the retributive conception of punishment is becoming rapidly obsolete. The modern view is that punishment must be educative in its effect, and ameliorative not brutalizing. Corporal punishment will have to be retained in prisons as the only practical means of preserving discipline. In schools its use may be expected to decrease. A good deal of Latin was whipped into Dr. Johnson but this method of imparting knowledge of a dead language is almost as dead as the language itself.

Corporal Punishment.

EVIDENCE that professional organizations recognize their responsibilities to the public is always welcome. The Royal Institute of British Architects set a good example by arranging the Health, Sport and Fitness Exhibitions to demonstrate new architectural ideas, home and foreign. These were illustrated by admirable photographs and models, appealing both to experts and laymen. Some striking photographs to illustrate the smoke problem were shown. While this problem remains unsolved, city schools cannot hope to be centres of health and brightness. As to great " health-centres," Germany and Italy have achieved an impressiveness with which Great Britain cannot compete. Great progress has been made in recent years in the design of swimming baths and bathing places. Simple country dwellings have also received attention. The needs of our schools were not overlooked in the exhibition. The moral of this exhibition is not over-emphasized. It is the employment of qualified architects in the construction and layout of places for promoting " Health, Sport and Fitness."

Health, Sport and Fitness.

IT was a heartening sight to see His Majesty's Theatre packed with children watching and listening attentively to a performance of Shakespeare's *Twelfth Night* by actors of high standing, including Baliol Holloway as *Malvolio* and Jean Forbes-Robertson as *Viola*. The enterprise is due to the English School Theatre Society which exists to provide first-class professional productions of good plays for boys and girls of school age, and to create a real children's theatre in co-operation with schools and teachers. Periodical conferences are organized by the Society to discuss the problem of the theatre in relation to the school. Co-operating schools subscribe one guinea ; there is no profit from the plays. Previous plays given under the aegis of the Society are *Julius Caesar* and *She Stoops to Conquer*. The attendance of children at these plays must be beneficial, especially if the play has been studied previously in class. Articulation and deportment should be improved and traditional prejudices against the theatre weakened.

Children's Theatre.

WHEN the new pronunciation of Latin was adopted, this *Journal* took a prominent part in the discussions. The issue of old or new pronunciation has been raised again by a prolonged but inconclusive correspondence in *The Times*. Latin was in medieval times, *lingua franca* among the intelligentsia, and still survives in our ancient universities. If there were better agreement about pronunciation, Latin might still serve this purpose. A correspondent who was a prisoner during the War relates that he found his knowledge of Latin useful on occasions. Into the technicalities of versification and quantities, we cannot enter. It is unfortunate that the archaeologists or philologists or other scholars cannot produce scientific evidence of the way Latin was actually pronounced in Roman Britain and elsewhere. *The Times* in a leading article refers to " the doubtful practice of a generation " and would welcome a reversion to the old pronunciation of the language.

Pronunciation of Latin.

THE work of Sir Francis Galton, founder of the science of eugenics, is celebrated annually by a dinner of the Eugenics Society. At this year's dinner, with Lord Horder in the chair, Prof. J. A. Ryle, of Cambridge University, discoursed on " Medicine and Eugenics." He appealed for greater co-operation between eugenics, medicine and sociology. Might he not have added education unless education is regarded as a branch of sociology ? But there is some divergence of aim. Public education aims at a general raising of intelligence. Engenics emphasizes heredity as a dominating influence. Sir Farquhar Buzzard expressed the view that eugenics would be the most important and urgent problem facing the world in the next twenty-five years. He hoped that a Chair of Human Heredity would be established at

Eugenics.

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Oxford with the help of Lord Nuffield's benefactions. The trend of population being definitely downward, every scientific means must be used to ensure high quality. With this aim the educationist is sympathetic though his main duty is to deal with the human material available at the moment.

"Beneficial" Employment in Scotland.

THE Scottish Education Department has issued a memorandum designed to guide the education authorities when framing their provisions regarding "beneficial" employment under the Education Act of 1936. When the Act was before Parliament the Government was strongly urged to define what it meant by the word "beneficial," but every effort to procure an authoritative definition proved vain. The memorandum does not take us very much further so far as defining the term is concerned, but it offers much useful and sensible advice to the authorities, while still leaving with them the responsibility for a final definition. In the best of the Scottish areas we have some reason for believing that the real interests of the child, rather than the more selfish wishes of the parents, will be the determining factor; but there are counties like Angus and Perth where the education of the children is stopped for three or four weeks every autumn to enable the farmers to have their potatoes lifted at a cheap rate. If that spirit is to prevail, the Education Act will be robbed of its main purpose. Then there are areas like Dundee where boys are engaged in the jute factories at the age of 14, to be turned adrift a few years later. Will this be considered "beneficial" employment? Obviously there are dangers ahead.

Scottish Educational Facilities.

ANOTHER publication of the Scottish Education Department recently issued is entitled "Administration of Public Education in Scotland." It purports to be the first of a series which will deal with various aspects of education in Scotland. Intended for the intelligent and interested layman rather than the educational expert it deals only with the broader aspects of the system. Within a modest compass it offers a clear sketch of the machinery of central and local administration and an outline of the system of public education from the nursery school up to the entrance to the University. It provides also a brief but interesting historical outline of the development of education from the earliest centuries up to the passing of the most recent Education Act. Every citizen ought to know the facts set out here—the constitution of the Education Department and its Advisory Council, the recruitment and training of teachers, the nature and amount of Government grants, the principal details of the more important Education Acts, &c. The last section sets out a summary of the powers and duties of the various administrative bodies. Visitors from England and overseas who want to have a general understanding of the Scottish system, would find the little book most helpful. It is to be hoped the succeeding volumes will maintain the same good standard.

Teaching Appointments—Carmarthenshire:

SOME members of the Carmarthenshire Education Committee expressed, at a recent meeting of that body, strong disapproval of the methods of canvassing which teachers have to adopt if they wish to gain promotion to headship or from one headship to another of a higher grade. In this important matter the actual practice in many areas is deplorable and a serious reflection on the dignity of both teachers and local education authorities and on the impartiality of local education authorities. In these areas, when once a vacancy in a headship is announced, members of the selection committee are at once flooded with letters, telephone and personal calls from relatives and friends of candidates and the candidates themselves come around "peddling their wares": some candidates refuse to do this—but they usually do not get the job! The solution is simple but, apparently, average human nature is not strong enough to apply it. First adopt a sensible scheme of promotion based on merit, including experience. The cynic says, "But this means, finally, relying on the judgment of one or two officials: can they be relied on to administer a scheme impartially?" So long as this sort of lack of confidence prevails no scheme of promotion can possibly work.

Welsh Books.

IF the natural and free use of the Welsh language as a medium for conversation, education and commerce were developing in proportion to the increased attention said to be given to the Welsh language in the schools and colleges of Wales, then it might be expected that the demand for Welsh books would increase steadily at the bookstalls and in the urban and county libraries. In actual fact this is not so. Only one or two Welsh periodicals, and those intended mainly for littérateurs, have maintained circulation for a reasonable period, and the writing of books in Welsh is certainly not a lucrative, if indeed a paying, proposition. Limited sales limit experiment, initiative and variety, the result being a lack of attractiveness which chills the average Welsh book-buyer. But there are agencies which seek to foster the production of Welsh books and to induce their wider purchase. The Welsh University has its own Press. An annual Book Week is held in Cardiff. The Union of Welsh Youth (Urdd Gobaith Cymru) seeks to encourage its branches to give a special place on St. David's Day to the sale of Welsh books. Last year the branches sold 750 books; this year, with double the number of branches, and it is hoped to sell over 3,000 books. What Wales needs badly are attractive periodicals of the type of the *Boys' Own Paper*, the *Children's Newspaper*, &c.

We regret that in our comment in Occasional Notes (page 147) of the March issue on *Examinations and the Examinee* (published by the Birmingham Printers, Ltd.), by Prof. C. W. Valentine, the title of this booklet was inadvertently given as *Examinations and the Examiners*. Further, the examination referred to in our first note should have been the Secondary School Entrance Examination and not the School Certificate Examination.

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Reviews

Algebra for Specialists

Advanced Algebra
By C. V. DURELL and A. ROBSON. Vols. II and III. (12s. 6d. Bell.)

Hints for "Advanced Algebra"
By C. V. DURELL and A. ROBSON. Vols. II and III. (2s. 6d. net each. Bell.)

These books continue the series of text-books for mathematical specialists in secondary schools which was begun by Messrs. Durell and Robson in 1930 with a notable volume on *Advanced Trigonometry*. They are certain to be examined by all sixth-form mathematical teachers who are acquainted (and who are not ?) with the preceding text-books.

Advanced Algebra is written, one might say, for the future Cambridge mathematician : for the research worker in those fields of mathematics most cultivated at the moment in that university. Indeed, in their unusually long and extremely explicit preface, the authors assert that their book is intended to contain suitable work for university scholars in their last terms at school, that they have attempted to concentrate attention on the fundamental principles, methods and notation which furnish the tools necessary for more advanced work, and that much of current school "higher algebra" should be scrapped. They consider in detail the points of view which they have adopted in teaching series, difference equations, factors and partial fractions, theory of equations and sequences—the contents of their Vol. II.

A particularly useful innovation is their terminology for theorems in real and complex algebra. Vol. III is ambitious, for it contains a chapter on inequalities leading directly to the "Inequalities" of Hardy, Littlewood and Pólya, a brilliant survey of determinants (including δ and ϵ symbols, and dummy suffixes) and the first attempt known to the reviewer to present in a teachable form the theory and practice of matrices. Finally, there are two chapters on the familiar topics of Choice and Chance and Theory of Numbers.

The appearance of a school text-book which is intended to lead directly to modern mathematics raises the question of how far work at the university level should influence school work. One comment may be made. Before specializing in mathematics a pupil ought to have a comprehensive view of the whole subject—not merely a restricted outlook on three or four aspects. But how many mathematical specialists seem to have made up their minds to neglect applied mathematics and most of pure mathematics ? It is now agreed that a general school course of elementary mathematics should cover arithmetic, algebra, geometry, trigonometry and calculus with mechanics : is it not appropriate for university teachers to consider a similar general mathematical course for undergraduates, and even for research workers ? Before specializing in those aspects of a subject which are at the moment fashionable in university research departments, a competent mathematical education might be insisted upon. To give one illustration—how many mathematical specialists have the knowledge of astronomy that should be part of their general mathematical culture ?

Queen Cleopatra

Cleopatra : the Story of a Queen
By E. LUDWIG. Translated by B. MIALL. (12s. 6d. net. Allen & Unwin.)

Cleopatra, the last of a decadent line of alien rulers over Egypt, played a decisive part in one of the crucial battles in the history of the world. Her irresponsible desertion of Antony at the battle of Actium gave the domination of the Roman Empire into the hands of Octavian, and thereby determined the fundamental character of European culture for all time. The imperial organization of the Augustan age, of which so much is inherent in modern civilization, was a direct outcome of the elimination by the result of that battle of all further chance of serious opposition to Octavian's accession to supreme power. It is, therefore, inevitable that Cleopatra's character and motives should be the subject of perennial interest.

In the turmoil of the last years of the Roman Republic the figure of Cleopatra appears as something of an enigma. She is seen by us through the medium of Roman writers who were hostile to her and all for which she could be made to stand. By meretricious exercise of her charms, as they viewed the course of events, she had ensnared two of the great figures of their world, first Caesar and then Antony, and had thereby delayed the acquisition by Rome of the rich and strategically important land of Egypt, long ripe for annexation through the follies of the degenerate Greek line of the Ptolemies. In his biography of Cleopatra, Herr Emil Ludwig, that eminent specialist in biographies, takes these scanty and unsympathetic records of the classical authorities, and notwithstanding the absence of the personal documents, of which he has been able to make signal use in his previous works, essays a psychological study of the queen and woman, reinterpreting the course of events from her point of view, and to that extent from the standpoint of Egyptian diplomacy and of international relation.

The story of Cleopatra as told by the author, is essentially dramatic. In the early scenes we see the little princess in the power of her sister, Berenice, a temporary queen ; then Cleopatra herself as the young queen, driven from Alexandria and at war with her brother and titular husband, Ptolemy. There follows the spectacular act, in which she brings herself to the notice of the victorious Julius Caesar, her triumph, the visits to Rome, and the assassination of Caesar, and so on to, and through the years with Antony, which bring her into rivalry with Fulvia and Octavia, and lead to Antony's downfall and the final catastrophe of her fruitless encounter with Octavian, leaving her death as the only alternative to the dishonour of a place in the victor's triumphal procession in Rome.

The sequence of events as here set out is familiar to every student of the last days of the Republic ; but Herr Ludwig reviews them against the background of Egypt from the point of view of a woman who, possessed, as the author would have it, of an intellect as subtle and acute as any of her time, used it, in conjunction with her sex and her physical

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qualities, to preserve the integrity of her kingdom and to assure the future of her son by Julius, Caesarion, whom she regarded as his father's imperial heir.

In his interpretation of Cleopatra's recorded actions the author traces with consummate skill the gradual development of her character, not as *la grande amoureuse*, but as in essence a queen and stateswoman, even from the time when as an immature young girl she was still always the princess, until she becomes the mature woman adept in following the line she had marked as appropriate to her position and ambitions. The picture in certain respects challenges comparison with another psychological interpretation of a woman as a great sovereign, with which we have been made familiar recently.

Minor Notices

Classics

A Second Latin Reader

By C. J. VINCENT. (2s. Clarendon Press.)

The outstanding feature of this excellent little edition is the illustrations. They may almost be said to tell the story of the text. Caesar's description of Gaul, the emigration of the Helvetii, the route taken by the Helvetii, and the attempt to cross the Rhone. It is all remarkably clear and set forth in great detail by Caesar, and it is reproduced in this excellent school edition by Mr. Vincent, to be read as part of their second year's reading by pupils who have attained to only a comparatively elementary knowledge of Latin. It will be read with zeal and enthusiasm by all who chance to come across it, and their appreciation of Caesar will be considerably enhanced by its perusal. Incidentally they will have gained a clear insight into many of the problems that lay before the Romans. They will have gained a new respect for the tactics of Caesar and a fresh understanding of the problems with which he had to deal. The methods by which he dealt with them hold good for all time, and will be as instructive to our future generals as they, no doubt, were to the Roman boys who were fortunate enough to read them.

Perseus : a Story in Greek Art and Legend

By J. M. WOODWARD. (10s. 6d. net. Cambridge University Press.)

Quite a useful book of its kind, containing as it does a number of reproductions from the antique—black and red figure vases, coins, marble and clay reliefs, &c. The letterpress is fully adequate for its purpose. First we get the story of Perseus as retailed in various Greek authors, such as Hesiod, Pindar, Pausanias and Strabo ; the quotations are—very properly—given in English. Then comes a chapter on Perseus in Greek *Art* ; this is the *pièce de résistance* of the volume ; this chapter is followed by a list of vases and terracottas in the British Museum. All this makes pleasant enough reading, and is useful for reference. Finally, we have, on the last page, a glossary of terms. The half-tone reproductions are excellent, and worthy of the University Press. The work is not a cheap one, unfortunately : it contains only about a hundred pages ; but we may hope that it will find its way into school libraries.

Education

World Brain

By H. G. WELLS. (3s. 6d. net. Methuen.)

Mr. H. G. Wells has not much faith in the power of our universities to save the world. In one of his glowing phrases, he describes the universities as " floating above the general disorder of mankind like a beautiful sunset over a battlefield." He derides the academic costume he was forced to wear when London University conferred on him its doctorate of literature. But will his *World Encyclopaedia* prove to be the Noah's Ark ? Some would prefer to improve dissemination of knowledge rather than its compilation and co-ordination. Free wireless might be as potent as free education has been. The book reprints Mr. Wells's presidential address to the Educational Science Section of the British Association (Nottingham, 1937), previously published in this *Journal* with full discussion, to which nothing need be added except possibly that we should have expected Mr. Wells to insist on the training of the judgment rather than on the informative content of education. Ability to solve crossword puzzles is not the highest criterion of an educated man. Mr. Wells does not believe in the " inevitability of another great war." But he agrees with its possibility. Influential as he undoubtedly is, he may not be able to nullify that possibility ; but everything he writes on world problems must be studied respectfully.

Irish Education : a Historical Survey.

By Dr. J. H. AUCHMUTY. (5s. net. Dublin : Hodges Figgis. London : Harrap.)

The author of this book, a lecturer in the education department of Dublin University, is entirely justified in his claim that it meets a long-felt want. There are several single-volume histories of education in England and Wales, with sundry references to the course of events in Scotland and in Ireland. And there are now at least three similar attempts to tell the story of Scottish education briefly and comprehensively. Now for the first time we have a single-volume survey of the educational history of Ireland. Dr. Auchmuty starts with pre-Christian times, passes to the monastic schools, and then to the policy of anglicization in Ireland, and on to the great work of Sir Thomas Wyse, the development of higher education, and recent educational history down to the present time, when we have the spectacle of Northern Ireland proclaiming the modern doctrine of the supremacy of the State in education, and the Free State holding that in such matters the State is the servant of the Church. There the author takes his leave of the reader, after having told his story clearly and with adequate learning. The bibliographical references will be a valuable aid to further study.

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By Prof. R. W. CHAMBERS. (5s. net. Longmans.)

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By ALICE WOODS. (2s. 6d. Oxford : Blackwell.)

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Sixth Edition. (10s. 6d. net. Longmans.)

This is a delightful volume. Mr. A. V. Hall has here collected his previously published poems and has included a few additional ones. Among these of particular interest is the little autobiographical poem " The Faded Book." Many of the poems reveal an attractive whimsical touch : others strike a deeper note, with an essentially South African background. Typically African are most of the longer poems, such as " Round the Camp Fire in East Africa "—the author's longest and perhaps most ambitious poem.

1. The Echoing Green : an Anthology of Verse

Edited by C. DAY LEWIS. (Books 1 and 2, 1s. 3d. each. Book 3, 1s. 6d. Oxford : Blackwell.)

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By A. W. Coysh and D. M. Hunt. (1s. University Tutorial Press.)

These exercises are suitable for use in the lower and middle forms of secondary schools. They include questions of junior local standard and map problems based on pictures.

The Southern Continents

By V. F. Searson and F. Evans. (The New Era Geographies.) (2s. 10d. Johnston.)

This book is suitable for use in central schools and in the lower forms of secondary schools. The maps and pictures are excellent and there are numerous sets of climatic statistics and revision exercises.

Life and Commerce in Britain: an Approach to Social Geography

By W. D. Wright. (2s. 6d. Dent.)

This text-book of economic geography covers a large number of important commodities and deals with problems of transport and settlement. Both pictures and text are suitable for the use of evening school students but it should have been possible to include more maps. The B.B.C. map of the coalfields of Britain shows coal outcrops in Kent and in the Magnesian Limestone districts of Durham.

(Continued on page 220)

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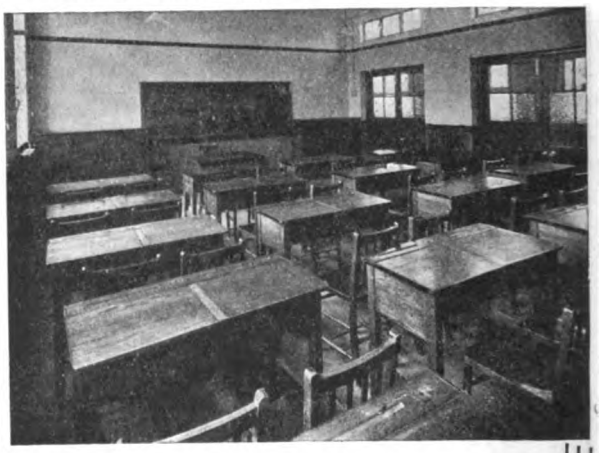

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By E. SAXELBY. (Cours de Français, 1 and 2.) (1, 2s. 9d. 2, 3s. 3d. Ginn.)

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By C. W. WORDSWORTH. (3s. 9d. Cambridge University Press.)

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(*Continued on page 222*)

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An Article, on the selection of Class Books in Modern Languages, by Mr. H. NICHOLSON, M.A., formerly Headmaster of Taunton School, appeared in the October, 1936, issue of *The Journal of Education*.

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Science

Alternating Current Electrical Engineering

By P. KEMP. (15s. Macmillan.)

Mr. Philip Kemp, of the Regent Street Polytechnic, has expanded and revised his book on *Alternating Current Electrical Engineering* and this, the fifth edition, should prove very useful to students and to engineers. The first nine chapters are concerned with general considerations as to alternating currents followed by a chapter on polyphase currents and rotating fields. Next we meet with discussions of alternating current instruments, transformers, alternators, induction motors and converters followed by chapters on various special types of motor. Many of the latest developments have been described but the author follows the plan of adhering to principles rather than giving an account of particular types of machinery and apparatus.

Catalogue of the Atom Tracks Exhibition (November, 1937-February, 1938): the Results of 25 Years of Research by Prof. C. T. R. Wilson's Expansion Chamber Method, in which the Tracks of Individual Atoms and Electrons are rendered Visible and Photographed

Compiled by Dr. F. A. B. WARD. (6d. net. H.M.S.O.)

To have a "one-man show" at the Science Museum is surely an unprecedented event, but in this case the honour is well merited. Prof. C. T. R. Wilson's name is known wherever science is studied, and his cloud-chamber was truly described by the late Lord Rutherford as "the most original and wonderful instrument in scientific history." By its aid, the actual paths pursued by individual atoms and electrons can be seen and photographed; atomic collisions can be observed; the course of cosmic rays can be followed; and the ratio of momentum to charge on a charged particle can be determined. During twenty-five years its value in physical research has continued to increase, and in 1932 it led to the discovery of the positive electron. The Science Museum has acted very properly in paying this tribute to one of the greatest of English physicists, and in rendering the scope and value of his work apparent to the public as well as to the student of science.

Relativity and Robinson: a Treatise for Very Simple People

By C. W. W. (3s. 6d. The Technical Press.)

An amusing setting is here given to what is actually a very skilful presentation of some of the problems of relativity; there was no necessity for the author to hide his identity under the cover of initials. Those who would like to know something of relativity, but prefer the pill to be gilded, may be recommended to follow the experiences of Robinson; but they will have to keep wide awake.

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By M. R. LAMBERT. Book I. (2s. Macmillan.)

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THE FORM AND AIM OF THE SCHOOL CERTIFICATE EXAMINATION

The suggestive Memorandum and Recommendations of the Joint Advisory Committee constitutes a most important pronouncement of the views of leading members of the Association of Education Committees and the Four Secondary Associations, and as such it must largely influence discussions on the required modifications of the Group System. The Editors, in deciding to publish the Memorandum and invite members of the universities, directors of education and secondary school teachers to forward statements of their opinions, believed that a symposium of views would be of great service to educationists and teachers throughout the country in making the arguments for and against widely known. Thanks are due to those who have responded to the invitation; and readers are asked to remember that the views expressed in the statements are purely personal unless otherwise stated.

The Memorandum and Recommendations of the Advisory Committee of the A.E.C. and the Four Secondary Associations

A COMMITTEE representative of the Joint Committee of the Four Secondary Associations and of the Association of Education Committees have had under consideration the purpose of the School Certificate Examination, its linkage with the Matriculation Examination of the Universities, and the consequences arising from that linkage.

The Committee had in mind the terms of the Board of Education Circular No. 849, and of subsequent Circulars issued by the Board, in which the purpose of the School Certificate Examination was stated as follows:

> "The First School Examination was to be
> 'designed to test the results of the course of general education before the pupil begins such a degree of specialization as is suitable for secondary schools. . . .
> The standard for a pass will be such as may be expected of pupils of reasonable industry and ordinary intelligence in an efficient secondary school.'"

The relation of the School Certificate Examination to the Matriculation Examination of the Universities was set out in the following words:

> "If the examination is conducted on the principle of easy papers and a high standard of marking, the difference between the standard for a simple pass and that required for matriculation purposes *will not be so great as to prevent the same examination being made to serve both purposes. . . .*"

The Committee are of opinion that this association of examinations, designed to different ends, has proved to be harmful in rigidifying the curriculum of the secondary schools, the form of the examinations themselves and the regulations relating thereto. It is not necessary in this document to set out in detail the grounds for this statement which are common to both teachers and administrators alike.

The Committee urge, therefore, that the School Certificate Examination should be considered in the light of its function as set out above and entirely apart from the considerations relating to criteria for entrance to Universities.

The Committee are of the opinion that the "Group System" should be abandoned. The examination, however, should embody a simple test in the understanding and use of the English Language. This test should be qualifying and compulsory for all candidates.

Recognizing the equal value of all branches of instruction, the Committee recommend that the pupil should have an unrestricted choice among the subjects approved for the purposes of this examination.

They recognize, too, that suitable and comparable standards must be fixed for examination purposes in all the subjects of examination.

They recommend that each candidate passing in five or more subjects in the First School Certificate Examination in addition to the qualifying test in English Language should receive a certificate of success, which shall set out the subjects taken and the degree of success in each subject. (See Recom. 9.)

It is a function of the Universities to determine their own standard for entry, but we hope that Universities will be prepared to accept as a qualification for entry a certificate of success as defined above, associated, if they think it necessary, with success in some further test.

This memorandum has been written in the hope that the views expressed herein may commend themselves to the representatives of the teaching, administrative and examining bodies on the Secondary Schools Examination Council, and will result in the speedy establishment of a more satisfactory form of the First School Certificate Examination.

T. WALLING (*Chairman*).
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SUMMARY OF RECOMMENDATIONS

(1) The examination should be devised to furnish evidence of the satisfactory achievement of a pupil in passing through an approved course of study in a secondary school.

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(2) The examination must not dominate the curriculum: there must therefore be more elasticity in the future than there has been in the past.

(3) The Group System should be abolished.

(4) The examination should contain a simple straightforward test in the understanding and use of the English Language. This test should be qualifying and compulsory for all candidates.

(5) All subjects of the examination should be regarded as of equal value; syllabuses and standards must be revised accordingly.

(6) Practical examinations in Science are desirable where they can be carried out under satisfactory conditions and with uniformity of standard. Art, Music, Domestic Subjects, Handicrafts and similar subjects require a test in practical work, and an oral test should form part of the examination in Modern Languages.

(7) The examination papers should be simple and straightforward and the standard of marking high.

(8) The minimum qualifications for a pass in the examination should be success in five subjects in addition to the compulsory English test.

(9) There should be three grades of success in each subject, Pass, Good, and Very Good, corresponding to 40 per cent, 55 per cent and 70 per cent of the maximum mark attainable, and the Certificate should convey this information.

(10) The standard of success in each subject in which the candidate has passed should be recorded on the Certificate.

(11) The Certificate should be a record of the examination performance only.

(12) With the abolition of the Group System "Compensation"—misleading in a certificate of performance—is no longer necessary and should be abolished.

(13) At least 50 per cent of the persons responsible for the setting of the papers and for the marking of the papers should have had not less than five years' experience in secondary school teaching within the twelve years immediately preceding the examination.

(14) Representatives on the Examining Boards should be directly appointed, as to one-third by the Joint Committee of the Four Secondary Associations, as to one-third by the Associations of Local Education Authorities and as to the remaining third by the Universities.

(15) Audited accounts of the Examining Boards should be published.

POINTS OF VIEW

Dr. A. W. PICKARD-CAMBRIDGE, Vice-Chancellor, The University, Sheffield, Chairman of the Northern Universities Joint Matriculation Board

1. *The Group System*

The School Certificate Examinations were instituted and are still conducted in accordance with Circular 849 of the Board of Education, which laid stress upon their character as a test of "*general* education before the pupil begins such a degree of specialization as is suitable for secondary schools." The Group System was intended as a safeguard against premature specialization, and Groups 1, 2 and 3 include what were then considered to be the necessary elements in a general education up to the age of 16. Since 1914, however, it has become clear (i) that a large number of boys and girls in secondary schools are incapable of profiting by the study of a foreign language, and that a smaller number have practically no capacity for mathematics; and (ii) that there has been such an advance in the teaching and organization of Group 4 subjects that their educational value has been generally recognized, provided that they are blended in due proportion with other subjects. The case for putting Group 4 on an equality with the others is convincing, and it cannot be denied that boys and girls who may have a "blind spot" for either languages or mathematics, but are qualified in the subjects of the other groups, have received something which may fairly be called a general education. Accordingly, a modification of the Group System is clearly demanded by which a School Certificate should be obtainable by qualifying in *any* three groups, the question being for the moment left open whether the qualification in the English language, which all agree to be desirable, should fall entirely outside the groups or should itself carry with it a pass in Group 1.

On the other hand, the retention of the Group System, thus modified, as against an absolutely free choice of subjects, is still desirable as a protection against premature specialization, to which the temptation might otherwise be strong. I have heard a great deal lately from prominent members of local education authorities on the wickedness of obliging children to study subjects for which they have no special bent or liking, but it is the future specialist who most of all needs to have a foundation of a broader kind secured to him. If there were no restriction, there would certainly be demands from many parents that their children should take only the subjects which were easiest to them; the number of certificates gained by a school would be swollen by candidates taking what would be virtually specialist combinations of subjects; the inducement to begin preparing clever children for specialized scholarships far too early would be strong, and as many local education authorities are composed largely of persons who know nothing of education but can at least count, and therefore judge schools by the number of scholarships and certificates which they gain, teachers who desired their favour would be sorely tempted to improve their statistics at the expense of their pupils' general education. Of course, very many teachers would rather die than act so; but I cannot believe that safeguards are altogether unnecessary.

2. *University Influence and the Composition of Examining Boards*

In the interest of freedom in planning the curriculum of schools, and particularly of allowing a due place to Group 4 subjects, the separation of Matriculation from the School Certificate is imperatively necessary. The Northern Joint Matriculation Board has already taken this step, but many hundreds of schools are still fettered by the London Matriculation Examination, and the curriculum is planned largely to meet the needs of the 6 or 7 per cent who are entering a university.

Otherwise I do not think that the influence of the universities, whose representatives preponderate in the examination boards, is harmful, though I may be prejudiced. Teachers are well represented, and in the course of nearly forty years on one or other of these boards I have never known a board act against the agreed opinion of the teachers; nor are the university representatives, as some persons appear to think, a united body of sinister designs, but rather representative of many different points of view. The proposal that the setting and marking of papers should

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be to a great extent in the hands of experienced school teachers is nothing new; the Northern Board, and I think some others, have put it into practice for many years; the school members and university members of the examining panels work together admirably, and each side contributes something which the other could not.

Some representation of the local education authorities on the examination boards is clearly justified, and the Northern Universities have recently altered their Statutes to make this possible. What the number of representatives should be is not an easy question. The business of the boards is primarily examining, and financial and administrative questions must all be subordinated to the securing of the best possible examination; there may be some risk that the representatives of the local education authorities may not take this view; and further, as they will probably have little personal experience in examining (whereas the teachers and the university members are for the most part experts), their votes on nine-tenths of the questions which the boards have to decide would be of little value and might be harmful if their numbers were large. It would probably be best that the local education authorities' organizations should nominate a certain number out of whom each board should co-opt those who would be of most use in its work, as, for example, representing different areas, different aspects of administration and so on.

3. *What should be recorded on a Certificate?*

The memorandum of the Joint Committee proposes that grades of success should be recorded on the certificates. The original conception of the examination was definitely that it should be a qualifying without distinction of grades, that is, that it should be a certificate that a certain standard of general education had been attained, though many boards before long introduced the recording of grades. Two objections to the recording of grades are widely felt. (1) That it carries with it a risk of cramming and overwork; there is a good deal of evidence of this where ambitious teachers or pupils are concerned. (2) That this awarding of grades is of very little value as a prediction of subsequent degrees of success. Statistics, so far as they have been taken, show that at this age the predictive value of fine shades of distinction between pupils is very small and that the attainment of a higher grade gives an advantage in competition which is not justified afterwards. The predictive value of an examination at this age is higher than one at the age of 11, though much less high than that of scholarship examinations and university examinations. I doubt whether it would be wise to record more than credits and passes. Many employers would, no doubt, like to be spared the trouble of further inquiry by the recording of higher grades, but in countless cases they would be misled thereby, whereas a qualifying certificate followed up by an inquiry into school records would give them more reliable information.

Prof. C. W. VALENTINE, Education Department, The University of Birmingham

I respond to your invitation to discuss the Memorandum on the School Certificate Examination with some reluctance, partly because I have discussed the reform of this examination at considerable length quite recently elsewhere, partly because very brief statements are apt to appear dogmatic. However, it is possible to make brief comments on some of the main points.

(1) I cordially agree with the proposal to separate entirely Matriculation qualifications from the School Certificate Examination. The Association of University Teachers, indeed, advocated this for some years before it was adopted by the various teachers' associations. A warning, however, should be expressed against the supposition that this separation will at once relieve the school work from the influence of Matriculation requirements. The possibility that pupils may eventually need certain subjects, especially Latin and mathematics, for Matriculation purposes, will still influence the curriculum; and a satisfactory solution of this problem can only be reached by co-operation between the universities and the schools. The Joint Matriculation Board has, of course, already separated the Matriculation qualification from the School Certificate Examination.

(2) I agree that the existing Group System should be abolished, though a modified Group System with at least two groups is worth considering. In practice at least one subject in the "English" group and at least one outside it would almost invariably be taken. Personally I should like to see complete freedom, provided that the schools, in co-operation with the Board of Education and the local authorities, made certain that no important aspect of a general education is neglected, even if it is not taken in the examination.

(3) A test of the understanding of the use of English is certainly desirable; but I do not agree that a pass in this particular test should be compulsory, owing to the grave uncertainty of examinations in English. A more dependable estimate of the candidate's command of English would be based upon this special test combined with marks for his use of English in one or two of the other papers.

(4) While agreeing with the suggestion that five subjects should continue to be the basis for a pass, I strongly disagree with the abolition of all compensation. It need not be "misleading" as the Memorandum says, because a certificate could frankly state that a certain subject was allowed through compensation and that subject could be marked "weak." This question of compensation, however, is a complicated one, and as I have discussed it fully in a recent booklet on *Examinations and the Examinee*, I will not repeat my arguments here. I am convinced that some very unjust awards will be made if all compensation is abolished.

(5) I emphatically agree with the suggestion that 50 per cent of the persons responsible for the papers should have had the experience of secondary teaching required; but I would go further. Why should not all chief examiners at least be required to have had some secondary school teaching experience?

(6) I should agree as to types of representatives on examining boards, but I should give the teachers a somewhat larger proportion of the representatives. I should like also to see considered the representation of some parents' association. I often feel, when hearing boards, committees and university faculties discussing examination problems, that they would benefit considerably if each member had several children (not too brilliant) who had taken or were working for the examination concerned!

Prof. C. J. SISSON, Lord Northcliffe Professor of Modern English Literature, Dean of the Faculty of Arts in the University of London, Member of the Senate and of the Matriculation and Schools Examinations Council

I know of no more important question of educational policy than that upon which you have invited me to express my views.

While I am bound to consider the Memorandum from the standpoint of a university teacher and administrator, I think it proper to say that the universities have the greatest sympathy with the ideals pursued in the Memorandum, and the greatest interest in the attainment of a true solution of the problems of school education. And I have some doubt in my mind whether a true solution is to be based upon the opposition of what are called "academic" standards or curricula to "school" standards or curricula.

It is my faith that schools and universities pursue the same ends fundamentally, each in its way training for citizenship, for scholarship and for vocation. I have long urged the view that the universities are concentrating too much upon scholarship and vocation, neglecting the claims of wider and less specialized studies. But I am also concerned about the potential dangers of over-miscellaneous

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curricula in schools, and of over-insistence upon individual freedom of choice, which is a tendency of the day.

I need scarcely point out the practical difficulties in the way of attainment of " unrestricted choice " of subjects by " the pupil." The requirements of a university are by no means the only real and effective check upon such freedom. But the root of the matter lies deeper. With good will on the part of both schools and universities, it should be possible for the same examination to furnish a true basis both for a certificate of completeness of a satisfactory school education and a certificate of aptness to proceed to higher studies. The conditions of such agreement are the admission by the universities of the principle that a normal school education should lead to such an examination without specialized preparation (a position long since accepted), and the admission by the schools of the principle that the universities should be consulted upon the broad outlines of what a normal school education should be.

The assertion of absolute freedom and self-determination by either party leads inevitably to the logical conclusion of the separation of a Matriculation test from a School Certificate test. The experience of certain State universities in the United States, forbidden to apply any Matriculation test, and refused the right of influencing school curricula and standards, has been an unhappy warning. One result has been, in some American universities, an attempt to remedy in the first year, or two years, of the university curriculum the cultural defects of school education, due largely to this freedom of choice.

I do not see any escape from this position in the suggestion of the Memorandum that the universities may " if they think it necessary," associate with such a School Certificate " success in some further test," what has been sometimes called a " Faculty test," or what has been thought of alternatively as a three subject Higher Certificate. The influence of the requirements of such " further tests " is bound to exercise such a pressure as is complained of. One of the problems of the position is that it is not until toward the end of the school course that it is possible to know which pupils are to seek, or are likely to attain, a university education. The 5 to 7 per cent who actually proceed to universities represent only a small part of the *potential* university population. Thanks to the increasing democratization of our universities, the fruit of the provision of scholarships, the university is a possibility for an increasingly large proportion of boys and girls in our ordinary schools.

It seems to me, in short, that the dilemma is between the acceptance of full co-operation with the universities and the separation of Matriculation from School Certificates. This is not a matter merely of dictation from the university concept of education, but no less of comprehensible prudence on the part of pupils and parents, and schools too. But I am convinced that agreement might well be reached, and that only an artificial opposition between the true needs of schools and universities respectively can lead to proposals which seek to abolish all restrictions upon the choice of school subjects.

One further point remains. There are many who feel that a School Certificate, which can be taken at 16 or even earlier, can no longer be a suitable test of aptness and ripeness for university study, which normally begins nowadays at 18. This view is increasingly making its weight felt. But I have not space here to pursue further the implications of this additional consideration.

Dr. G. B. JEFFERY, F.R.S., Professor of Mathematics, University College, London, Senator of the University of London

I am in favour of the abolition of the Group System subject to the retention of English language as a compulsory subject, and I think that the time is ripe to take this step boldly rather than to adopt any of the half-hearted alternatives that are now being proposed.

I do not base this view on any " recognition of the equal value of all branches of instruction." Subjects differ in value and the value of any subject is relative to the boy and to his school. The right choice of subjects for a particular boy in a particular school is a problem of the first importance and sometimes one of considerable difficulty. The right place to solve it is in the school and not in the university committee room.

There are boys who think they are no good at mathematics ; there are boys who do not want to be any good at mathematics ; and there are boys who are no good at mathematics. Only the master who knows the boy can rightly diagnose the case and decide when the time has come for him to drop the subject and to turn to something else at which he is some good.

He can act too quickly. Few of us can spend the whole of our lives doing pleasant jobs. We have to learn to do the unpleasant jobs that come our way and to do them with as little fuss as possible so that we can the more quickly turn to pleasanter things. The boy who sticks it and wins through with a relatively uncongenial subject gets something very valuable from it.

He can act too late. How many boys at the dictates of tradition have wasted years on a subject in which they have accomplished nothing, when they would have made better men if they had been allowed to spend the time on subjects more in keeping with their gifts and interests.

If ever there was an educational problem calling for individual treatment, surely this is it. I would leave the school to solve it in the widest possible freedom. Freedom means freedom to make mistakes. If we abolish the Group System some schools will make mistakes, but I do not think that many will. Some of the " mistakes " will in the long run prove profitable, for education owes much to its cranks.

The Group System embodies the traditional valuation of subjects. One need not believe in the equal value of all subjects in order to question this valuation. If it has attached a high value to certain good subjects, it has given too little value to music, art and handicraft. I am sorry to see that one of the arguments advanced against abolition is that it would make the school examinations applicable equally to all types of post-primary school. It would, and a good thing too. At an early stage in their development it would help to give the newer types of school their rightful place and thus make a valuable contribution to the shaping of our educational system. If we in the universities have sometimes committed the sin of snobbery in these things, the secondary schools can do better than imitate our worst fault.

The vexed question of the relation of the School Certificate to Matriculation has been made more difficult by much undefined use of the words " separation " and " divorce." If a School Certificate is the normal and proper record of a boy's attainment at school, can it seriously be suggested that the university to which he seeks entrance should pay no regard to his Certificate but should subject him to another examination of approximately the same scope and standard ? Such a view is so reactionary that it lives precariously even within the universities. Surely we must solve this problem in two stages. First we must design the school examinations in accordance with the best view we can get of the right educational policy for the schools to the exclusion of every other consideration. Having done that it is for the university to say what kind of School Certificate it can accept and what further evidence, if any, it must demand to establish the fitness of a boy to proceed with university studies.

A necessary preliminary to a solution on these lines is that my own University should be persuaded to discontinue its practice of distributing a misleading " Matriculation " qualification on the basis of school examinations quite irrespective of any intention on the part of the recipient to pursue university studies. A School Certificate which satisfies the bare requirements of Matriculation is not a particularly good one, and a quite excellent School Certificate may not satisfy Matriculation requirements. Yet we are prepared to give to the one and to deny to the other the

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hall-mark of " London Matriculation " which will determine its value for many purposes quite unconnected with the university. So long as this is so it may justly be said that the entrance requirements of a particular university dominate the School Certificate Examinations of the whole country. I hope it may not truly be said for much longer.

Prof. F. A. CAVENAGH, Department of Education, King's College, London

The Group System derives from the earliest Regulations (1904) of the Board of Education for Secondary Schools. The Board then had before it the task of building up a system of secondary education in a field that was cumbered by the illiberal traditions of the Science and Art Department; it had, moreover, to work through the medium of inexperienced and often ignorant local authorities. With the object of ensuring that the instruction should be " general, complete and graded " the Board laid down not only the groups but even the amount of time to be given to each subject. As stated in the Board's Report of 1905–6, it was intended " to provide against schools recognized under that (secondary) name offering only an education which is stunted, illiberal, impractical, or over-specialized." But, the Report continues, " with the growth of educated public opinion it may be possible, and, whenever it becomes possible, it is highly desirable, to relax these requirements in schools of tested efficiency, and to leave them a larger freedom in devising and executing schemes of their own."

The time has surely come when there are sufficient " schools of tested efficiency " for these leading-strings to be cast aside. Useful as they were in the infancy of State-aided secondary education they are now unnecessary or even detrimental to healthy development.

The Regulations of 1904, however, state another motive. It is plain that Sir Robert Morant and his advisers were obsessed (as was only natural at that date) with the doctrine of " formal training." " The instruction must be general; *i.e.* must be such as gives a reasonable degree of exercise and development to the whole of the faculties. . . . A secondary school . . . will fail to give a sound general education to its scholars in so far as it sends them out . . . with one or other of these faculties neglected, or with one developed at the expense of the rest." Leaving aside the obsolete psychology, one cannot but approve the insistence on some level of general education before specialization begins. But that is a very different matter from saying that a child, in order to gain the School Certificate, must reach a specified standard in each type of work. That was the mistake, unfortunately, made in the years just before the War, so that, when school examinations came to be standardized under the Examinations Council, the Board's early fumblings were perpetuated.

In supporting the abolition of groups one presupposes, of course, that schools will control the choice of subjects. There must be some sense and coherence about a child's course of studies: the American system of " counts " serves as a warning.

One cannot over-emphasize the importance of the test in English. As one whose work lies entirely with university graduates, I can testify to the general low level of their use of English. And I hope that school instruction will be such as to make pupils incapable of using such a word as " rigidifying " !

Mr. J. O. ROACH, Assistant Secretary, University of Cambridge Local Examinations Syndicate

Before the last School Certificate Investigation I argued in *The Times Educational Supplement* of December 12, 1931, that the Group 2 language requirement should be abolished or made alternative with Group 4. I hoped that the Group 3 requirement might be maintained, but that it might no longer be satisfied by mathematics. Science was wanted —general science at that—and a compulsory, common-sense paper in everyday arithmetic and geometry. In Group 1 I wanted an English essay, with précis and other language tests in a separate paper, as a compulsory subject, not counting as one of the five for the Certificate. The university exemption requirement was to be pinned to this alone, with resultant (relative) freedom for the teaching of English literature.

When I cleared my ideas on the subject last year in order to discuss it with the principals of secondary schools in Wiltshire, I found that I had retreated from that position. In Group 1 I had been impressed by the difficulty of administering a compulsory requirement in English composition, except in the most glaring cases, while the link with the manifestations of science around us was still not guaranteed by the Group 3 requirement, since it could, as always, be met—or circumvented—by orthodox, academic mathematics. Hence I felt that there would be little educational loss and much practical gain if the Group System were virtually abandoned. " It is a matter for consideration whether candidates should be required to offer certain subjects, though not necessarily to pass in them, and I think power should be retained to reject a candidate for bad English bordering on illiteracy. The Certificate would be awarded by aggregate, not for a series of isolated passes."

I seem, therefore, to agree with the Advisory Committee of the A.E.C. and the Four Secondary Associations in advocating a special test of English language and the abandonment of the Group System—and with it the " rigidifying linkage "; where I chiefly part company is on the exclusive award of the Certificate for separate passes in individual subjects. It wishes to give a Certificate for a pass in English language and any five subjects, and to abolish " compensation," which, in its view, will no longer be necessary.

Compensation is, I imagine, intended to reduce the number of hard cases, at present due mostly to Group 2; but some are caused by failure in the fifth subject, and these would remain. The Committee, with its pass mark of 40, would set $5 \times 40 = 200$ above, say, $4 \times 55 + 39 = 259$. That is to say, there would still be results that are repugnant to common sense. Fix an aggregate that eliminates the weak and the lazy and, with certain safeguards, award *primarily* on that; the highest candidate rejected will then be one mark lower on aggregate than the last to gain a Certificate. This is making the examination competitive, it may say; but so it is under its scheme, in an indirect and less desirable way, through the standards fixed in individual subjects. The Committee recognizes that " suitable and comparable standards " must be fixed in all subjects; how will it do that without passing a similar proportion of candidates in all subjects? If a gentleman's education is no longer to be grouped into unreal compartments, why stick at that? With aggregate as the *main* criterion we reward merit and encourage enthusiasms; their system will continue to hit the cowering candidates in their weak spot.

The trouble is that this Committee, like the 1931 investigators before it, is still under the great illusion. It concedes nothing to margin of error and does not challenge the validity of fixed standards or the significance of the tests applied. Examinations can probably be made very useful and satisfactory if we first re-state their function, challenge a few traditional conceptions, and jettison some outworn technique. But I have no space to enlarge on that.

Mr. H. M. SPINK, Director of Education, Northumberland

I have no hesitation in subscribing to the recommendations of the Advisory Committee of the A.E.C. and the Four Secondary Associations.

There can be little doubt that the curriculum of the secondary schools dominated as it is by the too rigid requirements of the Group System does considerable injustice to the schools and to a great majority of their pupils. Moreover, the position is responsible for a rising criticism of secondary schools which comes not only from

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within but from those who employ the product of the schools.

I am wholeheartedly in agreement with the suggestions as to examination in practical subjects like art, music, domestic subjects and handicrafts and for oral tests in modern languages.

The separation of the School Leaving Examination from Matriculation is most desirable, and is the most important, perhaps, of all the recommendations. There is no reasonable connection between rational courses of study at schools which are not now training grounds for the universities—at least not to any very marked degree—and the academic standing of students who propose to enter the university. That should be entirely a matter for the university authorities.

For this reason, I am strongly in favour of recommendations (13) and (14). The reconstitution of examining boards on the lines of recommendation (14) should ensure that the views of the schools and the local authorities are not over-ridden by the views of representatives of the universities.

Reform in the system of marking and in the matter of standards of marking, and of the vexed question of " compensation " is desirable. The certificate would be a reasonable and more accurate record of the pupils' work at school and, therefore, most acceptable to employers.

I should greatly welcome the changes proposed in the Memorandum.

Mr. G. GUEST, Director of Education, Leeds.

Very seldom does a dual purpose instrument do its job as efficiently as two separate, individually designed tools (the combined knife and fork used by Nelson is the example readiest to mind) and the First School Examination is no exception. It was planned to do a certain job, namely, to test the attainments and intelligence of secondary school pupils at a certain stage, but it was adapted and used to do something quite different, namely, to sieve pupils for admission to a university.

On account of intellectual snobbery the School Certificate became the poor relation of Matriculation. The Matriculation Certificate was necessary, it was claimed, and therefore important. It was, but only to the 5 per cent who were proceeding to a university. Nevertheless, the other 95 per cent were schooled to the same jumps and put to the same fences, and those who could not clear Mathematics or Latin failed and were damned.

One welcomes the divorcement of the two tests.

The Memorandum appears to follow logically upon this separation. Take the question of the abolition of the Group System. The Group System was largely due to the dead hand of the university and some teachers who were afflicted with a university complex. In effect, the Group System decreed that no candidate shall get a School Certificate who does not pass in a foreign language. The universities had previously decreed that a foreign language was essential for a student claiming the privileges of a Matriculant, and, apparently for no other reason, the same condition was applied to a School Certificate. It is true, of course, and quite well known, that the examining bodies had an uneasy conscience on this foreign language requirement. Without undue publicity, compensation marks were taken from nowhere and quietly added to the credit of the tottering candidate.

It has been suggested that the abolition of the Group System will lead to a narrowing of the pupil's intellectual field. To any who are of that opinion I would recommend that they should examine either the possibilities or probabilities of combinations of any five subjects with English language. There are at least twenty-three different combinations of subjects possible. Quite likely the diehards will assert that English, history, scripture, music, and art is too soft an option to be compared with English, History, French, Latin and Greek, for example. But is it not proper to believe that a girl who has worked through a four-year course and reached a defined standard in the first combination has used her time and talents wisely ? Has she not found a path which will lead to a fully developed life —is there not ample room for her and her talents in the world ? How many education officers would gladly welcome her in a teaching service !

One other criticism that has been raised. What an opportunity this freedom of choice gives to the ultra-economical education committees who control several schools within easy travelling distances. It is suggested that they may say, " Let us make school A a science school, B a language school, school C domestic arts and so on. We can then economize on staffing and equipment." The answer is, of course, that committees control schools but not curricula. The curriculum of a school is determined partly by tradition but mainly by the decision of the head, and one cannot imagine these two factors being neutralized in the way suggested.

On the whole, I heartily support the recommendations of the Advisory Committee.

Mr. E. T. DAVIS, Director of Education, West Sussex

The recommendations of the Advisory Committee have, wisely, been based on a realization that reform of the Secondary Schools Examinations can come only gradually and after much patient experiment : they will not satisfy the " extremists," but have the " extremists " a new policy to prescribe which could be applied more quickly and without producing confusion in our schools, or doing irreparable damage to, perhaps, a generation of pupils ?

Mr. Maurice Jacks in *The School and the University* says, " The school's business is to discover and to make effective a unique personality, and it is—from beginning to end—a venture of faith in the existence and in the potentiality of that personality." We are all agreed that the School and Higher Certificate Examinations, in their present form, are not fully effective as instruments to be used by the schools for the attainment of this lofty ideal. Can we abolish them altogether ? Sir Philip Hartog's Committee (*An Examination of Examinations*) was " clearly opposed to the root and branch policy," and said that " experiments and expenditure would be justified in the public interest " towards the perfection of a system which would enable the schools " to brand their own herrings." Until this system has been devised we must move with caution from the present position of rather terrifying formality and rigidity to one in which the First School Certificate, at any rate, will be proof that a young person has " profited " by secondary education of as wide and generously cultural a type as possible, and that he has enjoyed the process of securing that " profit." These recommendations provide wise general guidance for that movement and development.

Modifying the extravagance of much of the criticism directed at the examinations, the following appear to be some of the facts which condemn the present system. The universities have had too much influence on the examinations, though the Secondary Schools Examination Council has proved an efficient " shock absorber." Teachers and competent representatives of local education authorities should, from now on, exercise more influence in this direction. The university influence has saddled the secondary schools with too much and too early specialization : the problem of whether the work usually done in the " 16 to 18 " years of the secondary school would not better be done in the university has still to be resolved. Normally those years are almost entirely given to specialization with an eye on the university. Here the influence of State scholarships has been, to some degree, unhappy. To " make sure of " good Higher Schools results, open scholarships, and State scholarships, careful preparatory work has to be done in the School Certificate forms—hence early partial specialization.

The Memorandum recommends the separation of the School Certificate from its Matriculation incubus. Let us

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hope that this separation will be a "judicial"—a very judicial—"separation" and not a "divorce"; otherwise some pupils will be overburdened by a return to the old bugbear of a multiplicity of examinations. The School Certificate requirements will tend, if these recommendations become operative, to become more flexible—to provide more choice—to discover individual personality. If Matriculation requirements remain rigid and arbitrary, schools will have to work toward two widely varying aims. There is too much "rush" in our secondary schools to-day. This is all the more regrettable in that so many pupils come from homes in which the cultural background is not rich: this criticism is not as true to-day as it was even ten years ago—thanks to the wider interests of teachers in those schools and to the fact that more and more teachers hold professional certificates of teaching ability. It will be still less true ten years hence if people who teach in, and "run," our secondary schools have an adequate voice in policy. In abolishing the Group System let us be careful to avoid the futility of "soft options" and "freak combinations," and let us have in mind the unity of knowledge, and the influence of examination requirements on such subjects as art, crafts, music and drama, which are, like genius, immeasurable. It is well to remember that the average school cannot "compass the whole realm of thought."

Hard things have been said of these examinations, but they are no more stupid than many of the traditions which rule our lives and which we are modifying slowly as we gain experience. In this modification the "friends of secondary education" are likely to derive much inspiration and help from the new non-selective senior schools, which, it is hoped, will be allowed to develop untrammelled by external examination requirements. Recommendation 15 "tickles our curiosity." If it is intended as a tactful "first shot" in a campaign to abolish the present onerous additional fees demanded for the privilege of securing Matriculation on a suitable School Certificate result or the Intermediate on a suitable Higher result, then it should be warmly welcomed. It is high time our universities were absolved from the obligation of cadging fees from parents, many of whom can ill afford to pay them. But, perhaps, the Memorandum, having recommended "separation," hesitated to recommend the cessation of alimony to the universities.

Miss E. STRUDWICK, High Mistress, St. Paul's Girls' School, Brook Green, London

I find myself warmly in sympathy with the views expressed by the Joing Advisory Committee.

The attempt made to combine in one examination two separate aims has failed after a long and fair trial, and it has, I think, been proved that the School Certificate Examination has been hampered by the claims made upon it by the universities through its association with Matriculation. The time has now come when, in my opinion, it should be freed from these claims, and should be allowed to develop on unrestricted lines as an examination designed to test the work done in a five-year course in an efficient secondary school.

I am a strong advocate of the abolition of the Group System, which is in my view a relic of the distrustful days when examining bodies found it hard to believe that subjects would be taught in the schools unless they were tested by examination. Those days have gone and there is now, one hopes, general acceptance of the view that schools may be trusted to provide a reasonably-balanced all-round curriculum for their pupils without the pressure of examination requirements.

I think the Committee is right in insisting on a compulsory test in English, but beyond that compulsion should disappear and complete freedom of choice should be permitted among all the approved subjects.

With regard to the Matriculation question, I have never felt that an examination which can be, and often is, passed by able candidates at the age of fifteen is *by itself* a suitable test of their fitness to enter a university. All-round promise at 15 is no guarantee of capacity for specialized study such as university work requires. The universities make, of course, their own conditions of entry, but I believe that if they would accept the new unrestricted School Certificate, followed a year or two later by the attainment of a Higher School Certificate, as a qualification, they would secure a very satisfactory type of undergraduate.

The more one thinks about the subject of School Certificate Examinations the more one realizes that the Matriculation aspect of them is one which affects only a very small percentage, something like 5 to 7, of the candidates. There must be, and there is, something wrong in an examination in which the needs of 93 to 95 per cent have to give way to those of a tiny minority.

Teachers are, I hope, not ungrateful for the valuable service rendered by the School Certificate Examination hitherto—they will be much more grateful when they can use it untrammelled by the restrictions of its twofold purpose.

Miss I. M. DRUMMOND, Head Mistress, North London Collegiate School

There was a time which some of us can remember when the establishment of the School Certificate Examination, and the arrangements for matriculating by means of it, seemed a great educational advance and likely to lead to a simplification of the problems of school. Unfortunately, Matriculation has not been regarded merely as a qualifying examination for entry to the university, but has been looked upon as representing a higher standard of achievement than the School Certificate and as having, for that reason, a definite commercial value when young people are seeking employment. The desire to matriculate has led candidates to choose subjects which are obligatory for university entrance but which are not always of the greatest educational benefit to the individual concerned and the school curriculum has tended to become stereotyped, in response to university requirements.

Now if, in our schools, we are to develop lively minds, keen interests and sound judgments, it is essential that the material of education should be adapted to the quality of the mind to be educated. Some patience and steadfastness of purpose may be developed by the prolonged effort to master the niceties of French idiom or of Latin grammar on the part of the child with slight linguistic ability, or to learn enough book work to scrape a credit in a geometry paper on the part of a girl or boy to whom mathematics makes no appeal. But the time expended is out of all proportion to the result achieved. Precious time has to be taken from subjects in which the mind rejoices and in which, for that very reason, a pass may be considered safe, that there may be additional grind at weak subjects which are put aside with joy as soon as a necessary minimum of marks has been obtained in an examination paper. There is little doubt that something of greater value for life would have resulted from the reverse distribution of time.

If this argument is valid for the release of the ordinary school girl or boy from the pressure of university requirements, it is valid also for release from the group system, though this presses less hardly. There is little fear in these days that the curriculum of the schools will be unduly narrowed or that too early specialization will be encouraged. The Board of Education keeps a watchful eye over the provision made by the schools. The wide and well-balanced curriculum will still be the rule, but more variety in the treatment of subjects will be possible to suit different minds when all have not to be taken in the examination. To learn to read French with understanding may give real pleasure when the effort to express oneself in grammatical French is fruitless pain and labour. Practical applications of geometrical ideas may be appreciated when the capacity to follow the logical steps of reasoning in a formal proof is completely lacking.

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The schools are ready for a greater measure of freedom than is open to them at present, and the adaptation of the curriculum to individual needs, which the schools know to be right, is being hampered by regulations whose usefulness has been outgrown.

Miss E. R. GWATKIN, Head Mistress, Streatham Hill High School, Ex-President, Association of Head Mistresses

I should like to express my agreement with the recommendations put forward in the Memorandum under discussion.

It has been described as based upon the recommendation that School Certificate and Matriculation should be divorced. This appears to me a side issue. The Memorandum is a constructive effort to make the examination suitable for the mass of boys and girls in secondary schools, suitable as a basis for work requiring greater maturity of thought on the part of those who pass into the sixth form, and, even more important, suitable for those who spend their last year at school in preparation for it.

It is, however, a fact that no examination suitable for candidates of this age can be a real test of their capacity for undertaking work of a university standard two years later. Could any head of a school contemplate with honest equanimity populating a university with all the pupils, not a select few but all, who have struggled through Matriculation at school? It has been the declared view of the Association of Head Mistresses since its Conference in 1931, that it should not be possible to obtain university entrance through School Certificate alone. The London Matriculation has acquired a fictitious value in the eyes of parents chiefly owing to the demands of employers, who rather than investigate the value to them of individual School Certificates, prefer to apply the Matriculation measuring rod; they insist that boys and girls should produce evidence of capacity to enter a university, and immediately detach them from that career to enrol them in their own service.

To return to the School Certificate as such. The Memorandum recommends that the Group System be abolished. The Association of Head Mistresses has been pressing since 1924 for the recognition of Group IV, art, music and domestic subjects, on a par with Groups II and III. It was willing that Group I should be compulsory, but the Memorandum provides a satisfactory alternative in the compulsory qualifying test in the use of the English language; after that free choice of five subjects. This is the policy adopted by the Association in Conference in June, 1937.

Education should be on a wide basis. The Board of Education sees to that in the schools which it inspects, and its inspection should cover all schools in the country whether State supported or not. The curriculum of every secondary school pupil should include the study of English subjects, at least one and usually two foreign languages, science, mathematics, art, music, and, in the case of girls, domestic subjects. No one proposes that candidates should be compulsorily examined in religious knowledge, English literature, English and European history, geography, French, Latin (or German), mathematics, physics, chemistry, biology, art, music, domestic subjects. There seems to be fairly general agreement that five is a suitable compulsory minimum. Therefore some choice must be made. I contend that the determining principle of choice should be the taste of the candidate, who can best be educated through the things he can do or desires to do, and not through the things he cannot or dislikes. The majority of candidates, probably, would choose exactly as they do now. But some would not, and the slow mind which tackles with difficulty unrelated subjects, and the brilliant mind naturally one-sided which no compulsion will turn into a different species, would no longer be penalized.

Mathematics may be dropped a year earlier than at present, and why not if the time can be more profitably spent? Composition in a foreign language need no longer be pursued to the bitter end of failure in the School Certificate. Some would still urge that three Groups should be offered, but it does not necessarily follow that the unmathematical is musical, or the poor linguist artistic. I would defend the freedom of choice on two grounds. First, I do not believe in the educative power of the repulsive. And secondly, not only should bad ways of spending time be avoided, but the best way should be sought that the girl who is to stay at school may have good grounds for her further choice of subjects, and still more that the one who leaves may carry away some taste which she really desires to develop further.

Mr. R. J. EVANS, Head Master, Woodhouse Grammar School, Sheffield

The most important and far-reaching recommendations contained in the Memorandum issued by the Advisory Committee of the A.E.C. and the Four Secondary Associations are obviously those advocating that Matriculation should no longer be granted on the results of the School Certificate Examination, and that the Group System should be abolished. There has for some time been general agreement among the secondary associations with regard to the first of these recommendations. It is well known that one of the examining bodies, the Joint Matriculation Board of the Northern Universities, no longer issues Matriculation Certificates on the results of the School Certificate Examination, and it is hoped that the other examining bodies will soon put the same policy into practice.

There can be little doubt that the secondary schools have felt compelled in the interests of those pupils who have sought to Matriculate by means of the School Certificate Examination, to devote more time, especially during the last year or two years preceding the examination, to subjects taken in Groups 1, 2 and 3 at the expense of Group 4 subjects. Still, it is doubtful whether the Matriculation incubus is entirely responsible for the fact that art is taken by only 30 per cent of the candidates, that handicraft and domestic subjects together are taken by only 9 per cent, and that the total entry for music, commercial subjects and technical drawing is less than 5 per cent. It will be interesting to see what increase there will be in the entries for these Group 4 subjects from the schools taking the J.M.B. School Certificate Examination, now that it has been divorced from Matriculation. In many schools difficulties of organization and staffing are largely responsible for the comparatively small entries in these subjects.

In addition to giving the schools more freedom in the matter of the curriculum, the change made by the J.M.B. will remove the sense of partial failure which seems to have obsessed those candidates who have passed the School Certificate Examination, but have failed to qualify for Matriculation, whether they had any real need of the latter or not.

With regard to the recommendation that the Group System should be abolished, there is far less unanimity among the members of the Four Secondary Associations. It is true that three of the Associations have passed resolutions in favour of this, but in one of these at least there is a strong minority opposed to total abolition, and the Head Masters' Association is very strongly opposed to it. We believe that there is a strong case for some modification of the Group System, and we think that if candidates were required to pass in any three groups together with a test in English language, or else in Group 1 and any other two groups, nearly all cases of hardship due to the present requirements would disappear; all those candidates who now fail owing to weakness in languages or in mathematics and science, could then get over their difficulty by passing in Group 4 instead of either in Group 2 or Group 3. This would have the effect of putting Group 4 subjects on a parity with other subjects.

The Joint Matriculation Board now accepts for purposes of Matriculation, subject to Faculty requirements, any

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School Certificate together with any Higher Certificate or a pass in four subsidiary subjects in the Higher School Certificate, but if the Group system were abolished altogether it is scarcely likely that the universities would accept any School Certificate as the first qualification for entry. This might mean the setting up of a separate entrance examination to the universities, and the schools have no desire to have a new examination imposed upon them.

With some of the less important recommendations of the Advisory Committee many of us do not agree ; for example, we believe it is impossible to standardize practical examinations in science at this stage. Again, some people who have not seen the system in operation have rather vague ideas about the way in which " compensation " is applied ; it is simply a method of reducing the number of cases of real hardship by saving a good all-round candidate from being unduly penalized for slight failure in one subject. It is true that the abolition or modification of the Group System would remove most of the present cases of hardship, and, therefore, diminish the necessity for " compensation," but even if candidates were required to pass in any five subjects there would still be some justice in the application of " compensation " to a candidate who was well above the pass standard in four subjects and only just below it in a fifth subject. There is nothing dishonest, or even " misleading," about the application of " compensation " ; it is a perfectly frank and honest method, operating on a carefully defined sliding scale, of trying to ensure that justice is done between one candidate and another in the same examination.

Mr. J. E. BARTON, Head Master, The Grammar School, Bristol

If the proposals are carried out, I think they will go some way toward redeeming the bulk of our school instruction from the tyranny of academic standards. Insensibly we have drifted into a system which more or less condemns every 12–16 pupil to be taught many things as if he were a potential scholar and specialist in each of them. On paper, it is laudable that every expert should try to give a cultural value to his own subject. In practice, no ordinary boy can or should imbibe formal culture simultaneously from six or seven subjects at the School Certificate stage.

Our alliance of school and university requirements in one examination can only aggravate the mischief, so long as the universities insist—and they do insist more and more—on specific school preparation for higher academic courses. The perpetual screwing-up of standards and inflation of syllabuses are a crying evil, which we see if we ever pause to consider the total effect on the student. It will be something if the majority of our pupils, at any rate, are rescued from these dangers. An independent School Certificate, honestly developed on the lines of the Board's original circular, might one day become a positive help in connecting the ordinary boy's schooling with the realities of his present and future life.

The Group System has been a controversial topic, but I for one am delighted that responsible persons now suggest its abolition. For years I have tried to discover who invented it, but it seems to be as mysterious in its origin as in the psychology which underlies it, and the docility with which it has so long been tolerated. It could only be justified by the superstitious fancy that different subjects nourish different cerebral compartments in children of 15. It is not even a consistent absurdity, for in its present form it assigns English to a phrenological cell quite distinct from that which battens on French or Latin. For a vast number of boys the effect of the Groups has been to force one foreign language, and no doubt much of the opposition to the new scheme will come from our friends who cling ferociously to the dogma that a foreign language is the salt of a true secondary education. In girls' schools, I gather, the Groups are esteemed for their ascetic value in forcing algebra. Many of us now think that the function of a " general " education, in the middle stages, is to develop the twin requisites of accuracy and intelligence by means of *whatever* subjects are most adaptable to the pupils concerned.

Nobody can deny that the Certificate has been the obstacle to a due valuation in school life of the physical and aesthetic pursuits which we have so long neglected. There is a vivid awakening everywhere in regard to these things. The " junior " schools, unshackled by Certificate domination, have already made all sorts of useful experiments. We want freedom also in the secondary school. If public examinations of the rank-and-file pupil could be strictly limited to a very few examinable subjects (or aspects of subjects) which call only for plain competence, I would trust the humaner side of education to the growing enthusiasm of keen teachers and responsive boys and girls.

Mr. A. M. GIBSON, Head Master, The Collegiate School, Liverpool

With most of the recommendations I should imagine that most head masters will agree. There is, however, one recommendation on which there will be a strong division of opinion, namely that which proposes the abolition of the group system.

On this point I am in entire agreement with the official policy of the Incorporated Association of Head Masters, which is that the Group System should be modified but not abolished, *i.e.* that candidates should be required to pass in one subject in Group I and in at least two of Groups II, III and IV. Such a modified system would give the schools all reasonable freedom without licence.

The Memorandum of the Joint Four and A.E.C. " recognizes the equal value of all branches of instruction," and as a logical corollary of this assumption urges that candidates should have unrestricted choice. Another more logical conclusion would be that, so far as possible, all branches of instruction should therefore be represented in anything which claims to certify the achievement of a sound general education.

If an education is to deserve the epithets " sound " and " general " it must have balance. Unrestricted choice might easily make for grotesque disproportion. The advocates of unrestricted choice will probably reply that there is no danger of such disequilibrium ; the schools will see to that. If such be the case, why then demand as a necessity conditions which are not likely to be applied ?

For there are good reasons against asking for too free and easy conditions. The School Certificate has been accepted as a *preliminary* qualification by universities and innumerable professional bodies and has thus greatly facilitated the preparation by schools of their pupils for their future careers whatever these may be. The formless School Certificate proposed by the Memorandum would be entirely inacceptable to these bodies : they would feel compelled to specify a certificate of a certain type, containing certain subjects. The result might well be confusion and even less freedom than we enjoy to-day. Having succeeded in divorcing Matriculation from School Certificate, we should be ill-advised to set up another dualism—of certificates acceptable and unacceptable to professional bodies and to universities even as a preliminary qualification.

There is one other recommendation which one would like to query : is it really necessary or even desirable that the A.E.C. should have one-third representation on every examining board ? Surely the examination is primarily a matter between the schools and the examiners. The A.E.C. needs at most one or two members or observers holding a watching brief.

Mr. W. PARKINSON, M.C., Head Master, Bridlington School

The majority of the recommendations of the Advisory Committee on School Certificate and the Group System will meet with general approval among schools, and the realization of some of them would be cause for gratitude. The last recommendation calling for the publication of the accounts of examining bodies is long overdue, for there is a widespread feeling of resentment over the taxation of schools

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to provide "profits" running into tens of thousands of pounds. Doubtless these profits are put to good use in support of university activities, but it is difficult to see why schools should be taxed for this object.

The question of the relation between School Certificate and the entrance qualifications demanded by the universities is difficult, and schools will need to be wary lest they exchange the frying pan for the fire. The School Certificate should be maintained at such a standard and cover such a range of achievement as to testify that the holder has successfully pursued a good course of general education. It must be a Certificate which meets the needs of business men in search of well-trained boys and girls; it must also satisfy the needs of the many professional bodies prepared to accept, as a preliminary qualification, such an examination with suitable specific standards in named subjects. It is for the universities themselves to say what qualifications they need as a suitable basis for study for a degree. There can be little doubt that they will continue to demand evidence of a good general education whatever course a student intends later to pursue and if School Certificate does not meet this demand there will be chaos in the schools. It would be intolerable if the recommendations were to give rise to a situation which imposed on the schools still another examination in general subjects for university candidates.

The Group System has done much for the prestige of the School Certificate as the record of a balanced achievement and we should do well to study carefully what we should lose by its abandonment. As a means to a general education subjects are no more of equal value than men are of equal value and nothing can make them so. The restrictions imposed by the Group System, with very few exceptions, rest very lightly. It is surely reasonable that the test of a good general education should require evidence of success in each of the groups I, II and III, and even the present regulations allow scope for the candidate whose interests run in the direction of arts and crafts.

There is no overwhelming demand, from the boys' schools at any rate, for the abolition of the Group System. In spite of recommendation 5 its abolition would encourage the search for soft options and create a certain type of certificate which would be more of a monstrosity than any evidence of a successful and well-balanced general education.

Miss E. M. SCOULAR, Vice-President Association of Assistant Mistresses in Secondary Schools, Mathematics Mistress, Lincoln High School

I am glad to have an opportunity of expressing my views on the Memorandum.

I am entirely in agreement with the Committee in its view that the dual purpose of the School Certificate has rigidified the curriculum of the secondary schools.

The Association of Assistant Mistresses, to which I belong, has for years been calling out for the divorce of the School Certificate from Matriculation, and the abolition of the Group System. It is an article of our faith that examinations should follow curricula, and not the reverse.

When the girls' secondary schools of the country were first founded there were two main types: (1) the one which aimed at giving girls a similar education to their mothers, and (2) the good private school which stressed English subjects, languages and the arts. Since then the influence of the Board of Education and of the universities has directed the curriculum too much in one direction, catering mainly for the academically minded.

Now many of our pupils are non-academic. They are not unintelligent in their own way, but they have little interest in academic subjects and often find them difficult. They express themselves more easily with their hands, or through their sense of beauty and rhythm in art or music. Such pupils should not be excluded from our secondary schools, and their special gifts should be recognized by a School Certificate Examination suitably framed for their needs. Such a certificate would, I am sure, become possible if the recommendations of the Joint Committee were approved by the examining bodies.

Surely in these days of dictators and mass-mindedness we should realize the value of variety in the curriculum and welcome the freedom that these proposals give.

It is well to remember that for the many the examination subjects at present taken would still remain. But in these days when the possession of a School Certificate is almost an essential for future employment, whatever its character, it seems hard that freedom of choice should be denied to the less academic candidate.

Miss H. D. PEARSON, Second Mistress and English Specialist, Newland High School, Hull

Alarm at the recommendations for the reform of the School Certificate Examination can be based only on distrust in the capacity of the heads of secondary schools to plan wisely courses of study that are not predetermined by examination requirements. The Group System has played its part in establishing a conception of a balanced curriculum. There can be no danger now that any enlightened educationalist would impose a narrowly specialized course on children under the age of 16, with a view to examination successes, or that His Majesty's Inspectors would sanction any such course. In any case the advantages that might be gained by freedom should not be sacrificed in the fear lest a few may abuse it.

Too much can be sacrificed to the fetish of a so-called "general education." Many boys and girls would gain far more profit from their last years of school life if, instead of being compelled to waste time and effort on some subject for which they have no ability, they were given full opportunity to develop their natural powers. To put the matter in terms of the examination: a Certificate showing, for example, good credits in English, history, geography, biology, art and domestic science; *or* in English, history, geography, mathematics, physics and biology would be better evidence of attainment than one showing a credit in art with five other bare passes, even though these should include English, French and arithmetic; but, under the present regulations the first two candidates would fail, and the third, in spite of an obviously poorer achievement, would pass.

The one compulsory subject under the scheme now put forward would be a test in the understanding and use of the English language, which would be divorced from the paper in English literature. Teachers of English see no reason to fear this change. They do not doubt that inspectors will continue to demand and heads to make reasonable provision for the teaching of English throughout the school course. The specialists will presumably draw up their syllabuses for the pre-certificate years much as they do now. Probably the majority will take the examination syllabus in literature with the certificate forms for the sake of the pupils who wish to take the paper. In large schools, however, there may be complete sets for whom it will be desirable to devise a more congenial course of reading. No one supposes that teachers will be asked to train pupils to understand and to express themselves in the English language without at least as much study of English books as they now attempt; but, in some cases, it will be a welcome relief to be able to read more freely and with an enjoyment unshadowed by the threat of the examination.

To make the examination a less dominant factor, to rob it of the restricting influence that the Group System entails, to make it simply the means by which any hard-working child of average ability can secure evidence that he has profited by his education will, we believe, do much to foster for its own sake a love of good learning, in English as in other subjects, and to banish the fear that can concentrate only on "what will pay."

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Miss F. M. FORREST, Senior French Mistress, County School, Enfield

It was with great interest that I read the Memorandum and Recommendations of the Advisory Committee.

Although the Committee's contention that the association of the School Certificate Examination with the Matriculation Examination of the Universities " has proved to be harmful in rigidifying the curriculum of the secondary schools," is to a large extent true, I have always felt that there was no need to allow this state of things to exist. The fact that certain subjects were necessary for Matriculation purposes should never have been permitted to limit the free choice of subjects allowed to candidates who had no intention whatsoever of proceeding to the university. Recalcitrant employers of labour should have been told very firmly, from the very beginning of the new era, that success in the School Certificate Examination was the only criterion of the successful completion of a general course of study in a secondary school. That they have taken such a long while to convince, is partly due to the attitude of some school authorities, who have still continued to measure success in terms of Matriculation Certificates.

However that may be, the dissociation of the two examinations is a *fait accompli* in the north, and it may be that the south will follow in its wake.

It remains therefore to ensure that the School Certificate shall really furnish evidence of the satisfactory achievement of a pupil in passing through an approved course of study in a secondary school. With the demand made by the Advisory Committee, that the examination should not dominate the curriculum and that there should be more elasticity in the future I am in entire sympathy, but when we come to the recommendation that the Group System should be abolished, I am afraid that I disagree in some measure with it. If the Certificate is to testify to the general education of a pupil before he begins to specialize, I think that the Certificate should ensure that this specialization has not made too early a start. To take an example: Under the scheme proposed, it would be possible for a candidate to obtain a certificate by passing in a qualifying test in English and in elementary mathematics, advanced mathematics, chemistry, biology and physics. He would know much about science, but would certainly be the poorer from the point of view of cultural education. This is an extreme case and one not very likely to happen, but it does seem to me to point to the fact that it would be better to say that the required five subjects should come from at least two groups. I think the balance would be better preserved in this way.

As regards the position of modern foreign languages, should the Group System be abolished, I cannot say that I entertain any fears that these would disappear from the curriculum. A few pupils, of the so-called non-linguistic type might disappear from our classes, but I am confident that the appeal of the foreign language is such that the great majority would continue to wish to learn French, German and Spanish—even Russian and Italian.

Mr. J. S. DAVIES, History Master, County School, Harrow

I am in general agreement with the proposals set out in the Memorandum.

In the controversy which has arisen on the subject it would appear that those who favour the retention of the Group System are mainly moved by a concern for the maintenance of what they call a properly balanced curriculum. This indeed is the fundamental proposition in their argument. But is it so very clear that the Group System in the past has ever really achieved what this proposition claims as its principal object?

There are, I think, two ways of looking at this question of " a balanced curriculum "; or, perhaps, it would be better to say that there are two kinds of balanced curricula which might conceivably be adopted in secondary schools. There is, first of all, the curriculum which would assign an adequate amount of time and attention to the non-academic subjects—art, music (including musical appreciation), handicraft, physical training—as well as to those subjects of the more or less traditionally academic type, proficiency in which leads, naturally, to the university and the learned and skilled professions. There is, secondly, a narrower curriculum which virtually confines itself to the academic sphere and within that sphere seeks to preserve a balance between the humane and the scientific sides.

I doubt whether any one, however convinced of the virtues of the Group System, would be bold enough to say it either seriously aimed at or achieved the sort of balance contemplated by the first of these curricula. It is of course true that Circular 849 said a few kind words about the " non-academic " subjects, and the examining bodies have shown an increasing interest in the development of Group 4. But it is also true, as those who are engaged in day to day work in the schools know full well, that the pressure of the claims of Groups 1, 2 and 3, and particularly of Group 2, has steadily militated against the presence in the curriculum of School Certificate forms of subjects of any other than the ordinary academic type. Such improvement in this direction as has taken place in recent years has been brought about *in spite* of the Group System, not because of it, and has been due partly to the influence of public opinion, and partly, and particularly so, in the case of physical training, to the admonitions of the Board of Education.

If we turn to the narrower interpretation of " a balanced curriculum " and confine our attention to the first three Groups, it is difficult to see how the system can be justified by its actual working. For while it is at all times necessary that candidates should show a modest degree of proficiency in the mother tongue and one other language, it is quite unnecessary that they should display any knowledge of the natural sciences or qualify in mathematics apart from arithmetic. Where, for example, is the " balance " of a curriculum which allows a boy or girl to gain a certificate by offering English, French, Latin, Greek, Geography and Arithmetic, with the possibility of still further stressing the non-scientific character of the subjects taken by adding to the list Ancient History and Religious Knowledge? And if it is urged that such a combination of subjects is rarely taken in actual practice, that is little to the purpose; for the reality of the position is that the present Group System permits such a combination, and the fact that other and more balanced combinations are the rule is due not to the regulations which govern the examination but to the pressure of circumstances; to the needs of the pupils themselves, the attitude of the head and his staff, the requirements of the L.E.A., or Governing Body, as the interpreter of public opinion, and last, but by no means least, the influence of the Board's Inspectorate.

Not that I, personally, can see any great harm in allowing such an option of subjects as I have instanced. I am glad to think that even under the present system the pretension to " balance " is not rigidly observed. But I would prefer to see an extension of the limited liberty now allowed to cover other possibilities of deviation from the normal. And this, I believe, would be achieved by abolishing the Group System as such and leaving the schools full freedom to make such arrangements as they think fit. That there would be any serious abuse of this freedom I cannot believe. All those forces I have indicated would operate against this, and there would at the same time be wider scope for experiment tending in the direction of the kind of balanced curriculum which would cultivate the aesthetic and physical, as well as the academic and scholastic needs of the young human, even if it sometimes left out of account a language other than English.

After all, if it is good to know French or German and, perhaps, even better to know Latin and Greek, none of these is necessary for *mens sana in corpore sano* or for a " humanitas " such as the times demand; and the example of Periclean Athens is there to show that a man may be a cultivated gentleman and yet know no other language than his own.

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Mr. W. H. JENKINSON, Physics Master, Central Secondary School, Sheffield

In discussing the Group System at School Certificate one must consider its origin and purpose. It was not imposed by the universities but followed a recommendation of the Consultative Committee whose report laid it down as an essential that the examination should follow and not determine the curriculum. It was agreed by all concerned that the curriculum of a secondary school should be general in character embracing three main groups of studies: (1) the Mother Tongue and the Humanities, (2) Foreign Languages, and (3) Mathematics and the Sciences. A pass in each of these main groups was therefore required to be included in the five passes necessary for a certificate. The growing practice of introducing art, music, handicraft and domestic science into the curriculum led to Group IV containing subjects which might be taken in addition to the minimum five. Later it became permissible to include two such subjects amongst the five, provided that one success was achieved in each of Groups I, II and III. In practice there occurred certain anomalies which were mitigated but not entirely removed by "compensation."

Matriculation requirements restricted the choice of subjects in the groups, and a demand for the separation of the two examinations led the Northern Universities to accept any School Certificate issued under the present regulations as a first stage towards Matriculation.

The freedom of choice thus obtained is illustrated by the fact that a large boys' school is able to present groups of boys in no fewer than thirteen different subjects. This range, combined with the possibility of offering an alternative syllabus in any subject, affords all necessary freedom if the general character of the curriculum is to be retained. A certificate awarded on any five passes would be no guarantee that the holder had attempted a course of general education. The five subjects might be chosen for their cognate nature thus leading to an undesirable degree of specialization in one direction and consequent neglect of other phases of human experience, or they might be chosen for their relative ease. In either case the value of the certificate as a proof of general education would be depreciated. It is difficult to understand how all subjects can be equal in value. Mere revision of syllabuses cannot ensure that the same intellectual effort is required to reach a reasonable standard in all subjects.

If the abolition of the Group System resulted in the universities discriminating between Certificates then the value of concessions already granted would be lost.

In conclusion, it is submitted that all serious anomalies could be removed, without sacrificing the general character of the Certificate, by requiring a pass in English together with success in at least one subject from each of three out the four groups and five passes in all.

Mr. G. R. PARKER, Science Master, Roan School, Greenwich

As a signatory to the Memorandum I welcome the opportunity of saying a few words on its proposals, especially on the proposal to abolish the Group System. This appears to me to be only the next logical step in the process of adapting the examination to the continuously developing secondary school curriculum, developing not only in content but also in teaching methods.

When the examination was instituted, little or no consideration was given to the varying interests and capacities of individual pupils. All followed the same curriculum, biased on the academic side, and the original three groups of examination subjects reflected this curriculum, as they were intended to do. The existence of a fourth group of subjects was recognized, but it was "not proposed to require that candidates shall be tested in this group."

It is now recognized that differences among pupils demand the provision of a variety of courses, although there is as yet no agreement whether these different courses shall be given in different schools or whether one school shall provide a number of courses. But the variety of courses is still limited by the necessity for all pupils to satisfy the requirements of Groups I, II and III, although it has for long been obvious that this compulsion presses hardly on a considerable number of pupils who are forced to expend much time and effort which might be used much more profitably.

Attempts have been made to relieve this hardship by providing easier alternatives in certain groups and by methods of compensation, which vary in different examinations, devices which in themselves are an acknowledgment that the Group System is unsatisfactory. These attempts have failed to achieve their object, and it is generally admitted that some other remedy must be found. The question is whether it shall be found within the framework of the Group System or whether that system shall disappear.

Those who would retain the Group System maintain that it is necessary in order to preserve a balance in the secondary school curriculum, a purpose foreign to that for which the examination was established, and, indeed, expressly disclaimed. It was intended "to follow the curriculum and not determine it." The preservation of the balance is the duty of those who administer secondary education and it has been a complaint that examination requirements have been an obstacle rather than a help in this respect.

Another argument is that the free and unrestricted choice of examination subjects which would be possible if the Group System were abolished would result in absurd combinations of subjects. No one with experience of secondary schools could imagine that such freedom would ever be possible. The final choice of subjects does not rest with the pupils, or with their parents, but with the school authorities, and they would allow only such freedom as school conditions permitted.

The alternative to abolition appears to be a modification which, while retaining a Group System in name, will permit a Certificate to be obtained either without Group II or without Group III. It is safe to say that neither this modification nor abolition would produce any serious change in the general curriculum of secondary schools but either would allow more opportunity than at present exists for individual pupils to develop their special aptitudes and capacities during the last year or two of their course. It is, however, difficult to understand what advantage the opponents of abolition think will be gained by retaining the scaffolding of the Group System when the structure itself has, in effect, been destroyed. Will they still maintain that the modified Group System preserves a balanced curriculum?

Mr. L. CUNDALL, Geography Master, Henry Thornton School, London, S.W. 4

As a step towards breaking down the old *exam and cram* methods the Memorandum and Recommendations of the Advisory Committee should command the support of all teachers who realize that examination-pressure is one of the greatest evils of the present system of secondary education. It is by no means certain, however, that the separation of the School Certificate and Matriculation examinations will achieve the desired result, for although the Matriculation fetish may be destroyed the Committee's proposals contain no guarantee that a new idol, the Good School Certificate, may not take its place. Recommendation 9, which proposes to classify candidates in four categories, is frankly reactionary. Moreover, it will not be surprising if the unwritten law that a certain percentage of the candidates *must fail* is retained, thereby perpetuating the insane competition for good examination results which at the present day poisons the educational atmosphere.

The Memorandum may be accepted as a basis of discussion, for it reminds us of the principle that the work of secondary schools below School Certificate stage is intended to be of a general character. Moreover, it envisages a type of School Certificate Examination which will afford definite evidence

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of the kind of work in which individual students may most profitably specialize in the sixth form.

Nevertheless, the proposed constitution of the new examining boards leaves much to be desired. Why should teachers be in a minority ? Under the present system a relatively poor examination record may be used as an excuse for terminating a teacher's engagement, and there have been many cases where the fear of dismissal has forced a teacher to abandon his educational ideals. The security of tenure which many teachers enjoy may be threatened by the inclusion of their employers' official representatives on the reconstituted examination boards. Recommendation 14 should be re-drafted as follows : " The representatives on the examining boards should consist of members of the teaching profession, nominated by their professional associations and by the subject associations." If this is not expedient at the present time, at least half of the members of the examining boards should be persons who have had teaching experience in secondary schools.

The Committee's claim that *all branches of instruction are of equal value* will be hotly disputed by teachers of languages and mathematics, for, under the present arrangements, these subjects together occupy at least half of the time spent in school. If the time occupied in the study of, say, music and mathematics be compared, it is obvious that the literal application of the principle of equality would involve the re-orientation of a large proportion of the work done in schools and would necessitate a complete re-organization of the curriculum and the time-table.

Nevertheless, the abolition of the Group System would inaugurate a period of experimental work in education and might possibly create an opportunity for getting rid of outworn materials and stereotyped methods of instruction. It might even be possible for teachers generally to recognize that the real aim of education is to produce good citizens. The abandonment of the Group System should make for the freer development of subjects which are both humanistic and scientific in outlook. The peculiar importance of geography in co-ordinating the different branches of school work is already recognized by several examination boards, but, with the breaking down of the Groups it is probable that geography will become more generally recognized as the pivotal subject of the secondary school curriculum.

VIA MEDIA

THE PRONUNCIATION OF LATIN IN AND OUT OF SCHOOL

By CHARLES RACE, M.A., Classical Master at Wolverhampton Grammar School

IN the eighteenth century a Welsh actor playing in Addison's " Cato " was twitted by a colleague because he insisted on calling the Roman die-hard " Keeto " : he drew his sword and ran his opponent through the body. The recent correspondence in *The Times* seems to show that the question of the pronunciation of Latin words still arouses fierce, if not fatal, passions.

The controversy arose from Dr. Glover's criticism, at the Classical Association, of over-specialization in side-lines at the expense of the humanities, and Mr. Lionel Curtis opened the attack by tracing the decline in classical studies to the new habit of talking about Yoolioos Kighsar, &c. The restored pronunciation was defended, among others, by Mr. F. R. Dale, Mr. Cyril Bailey and Prof. Gilbert Murray ; but the large majority of correspondents favoured the " English " method of pronunciation, and two leading articles commended their choice—*Victrix causa deis placuit, sed uicta Catoni.* Unfortunately, though 95 per cent of those now learning Latin would pronounce *Catoni* roughly as Lucan pronounced it, the cause of " Cayto " is far from defeated. Moreover, the controversy has exposed to general merriment the schisms that rend the tents of classicism. Hence some attempt seems to be needed to state the case once more for the new pronunciation, and to analyse the reasons for its being derided.

From a scientific point of view the " English " pronunciation of Latin is an absurdity. Before the Reformation it was no doubt possible to pronounce Latin roughly like English and still be understood by Continentals : Erasmus understood More's Latin—perhaps Cicero might have understood it. But the sounds of English have gone further and further astray from the spelling since the sixteenth century, followed of course, *non passibus aequis*, by the " old " pronunciation of Latin. The odds against the possibility of a resurrected Cicero understanding three words of Latin spoken according to the rules of a pronunciation which is itself a by-product of the evolution of a Teutonic language are beyond possible calculation.

" But," the traditionalist exclaims, " neither can the advocates of this new fancy theory prove that Cicero would have understood them." Apart from the *petitio principii* in the word " new " and the *argumentum ad insularitatem* in the word " fancy," retorts of this kind are ill-considered in fact. The theory of the restored pronunciation is based on the interlocking evidence of a vast number of observed facts in independent fields —mis-spellings in inscriptions, puns and metrical oddities in comic and other poets, deductions from known sound-changes in other languages, and a large number of references in authors like Quintilian, Gellius or Probus.

A candid scholar who tests the theory by reading Latin aloud according to the recommendations of its exponents finds that hundreds of peculiarities become natural and obvious. Thus it is quite clear to the reformer who reads the *Appendix Probi* why *albeus, celeps* and *failla* were written for *alueus, celebs* and *fauilla ;* why the fig-seller's *Cauneas* was interpreted as the warning *cau' ne eas ;* why *amauissem* contracts to *amassem*, why Horace scanned *siluae* as an anapaest, why the nasal disappeared in *toties* and *cosul ;* he can appreciate the Greek transliteration of *census* by κῆνσος, and the unconscious hedonism of the Christian inscription *bibat in pace.* No doubt Cicero, if he could hear a reformer read a chapter of the Philippics aloud, would wince at more than one provincial, pedantic, or archaic, sound, but he would follow the sense. But what would he think if he heard

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a traditionalist attempt to explain how *expleevissem* contracts into *explèssem*?

But the opponents of restoration, while content to use arguments like " After all, can we be quite sure that we have arrived at the precise nuance of Cicero's vowel sounds? " are scarcely concerned with philological consistency. Prof. Gilbert Murray's modest plea for accuracy—" When I learn a thing, I do like to learn it (approximately) right "—makes no appeal to traditional ears. The " practical " arguments favoured by the die-hards resemble the gifts of the queen in their Latin primers: they are many and beautiful. They are based, largely, on contrary hypotheses, and assail, not seldom, imaginary opponents; they call in law, pedagogics and horticulture to their rescue; where they cannot prove, they appeal to sentiment, and where they cannot refute they fall back on comic spelling. Those who consider these statements exaggerated are invited to consider the following arguments, all common on the lips of traditionalists.

English, they say, is largely Latin: Latin, unlike French, is a sensible language. Left to follow his instincts (*i.e.* his belief that English spelling and pronunciation are best) a boy finds Latin easy to learn: on the other hand, Latin is quite hard enough without the gratuitous burden of alien sounds.

The new pronunciation is too pedantic: it is also too slipshod. It is un-English to write *iocus* and say *yokkus*: on the other hand, those who cleave to *joke-us* are the only exponents of accurate quantities. The new-fangled method is all very well for schools, but must gardeners plant *aunty-reenums* and magistrates make orders *pro hahk weekay?* Conversely, the fancy pronunciation is well enough for conversation with foreign savants, but English schoolboys are notoriously bad linguists. They must not be perplexed by the difference in pronunciation between *caelum* and *coelum*: but there is nothing perplexing in the fact that traditionalists pronounce *cepit*, *coepit* and *saepit* indifferently as " seepit."

The enhanced beauty of a Virgilian line as pronounced after Virgil's fashion has nothing to do with the case: but it is quite relevant to pretend that the reformers want schoolboys to say *wayny*, *weedy*, *weechy*, and then to lament the absence of grandeur in their pronunciation. The puns in the Westminster play are a delight to the scholarly ear, but it is degrading to say *louse*, *loudis* (praise) or *weekissim* (in turns).

Massed together, such arguments, like the warriors created from the dragon's teeth sown by the first pioneer in phonetic research, may be left to slay one another: singly, they are deadly to the truth. It is of no avail to confront the traditionalist with evidence and authority—*non tali auxilio nec defensoribus istis tempus eget*—for confronted by a morally certain hypothesis of the pronunciation say of the open " e " sound, he will scoff at Romance and ask for facts: offer him a text of Quintilian open at 1.7.22–26, and he will point out that Quintilian lived a century after Cicero. The arguments of scholars like Cyril Bailey, R. S. Conway, A. J. Ellis, W. M. Lindsay, J. P. Postgate, W. H. D. Rouse or F. W. Westaway are met by witty special pleading from the pens of the Dean of Durham and Mr. A. P. Herbert. The latter's brilliant assault on reform reaches its height in Chapter VI of *What a Word*.

> " I shall never forget the mutinous babel which resulted from the first few renderings of that hymn under the revolting New (or, as some will call it, the Restored) Pronunciation. You could hear the clever boys, the toadies, long-stops and new masters singing obsequiously a series of alien sounds like:
>
> Yahm lukis orto seederay
> Dayoom prekaymoor sooplikayze,
>
> while the First Eleven, the small boys, the rackets pair, the cricket coach and the older masters would bellow defiantly the simple natural sounds which were good enough for our fathers."

Not content with demanding a return to the " English " pronunciation of Latin tags, mottoes, short quotations and traditional hymns like " Jam lucis orto sidere " —here the " English " pronunciation is at least defensible—Mr. A. P. Herbert insists on telling the unfortunate " Miss Lotty " and the " obedient schoolmasters " how they must pronounce Latin in school. Unless, he argues, schoolmasters cease to call Augustus " Owgoostoos " they will soon begin to talk of the " Owgoost " Bank Holiday! Will they?

In a way it is unfortunate that the Classical Association and the Headmasters' Conference recommended the adoption of the restored pronunciation as early as 1906. Many schools were not ready for the change. Hence two opposite and unfortunate trends began. The enthusiasts for reform began to pronounce as Latin, phrases which are virtually English—*locum tenens*, *sine die*, *nota bene*, *sub rosa*, *vox populi*, &c. Quite rightly the traditionalists were annoyed: quite wrongly they set their faces against the reformed pronunciation even in its proper place —in schools and colleges. Hence the second trend showed itself: through lack of conviction, and a sense of grievance due to coercion, traditionalists wilfully retained the slipshod vowels and accents of the " English " pronunciation even while supposedly teaching the restored.

The result was that they provided themselves with a new argument against reform: their pupils' pronunciation lacked the uniformity and accuracy that the reformers had claimed for their method. So much so, in fact, that in 1913 the Headmasters' Conference, " in order to obtain uniformity " appealed to its members to enforce the reforms that had been recommended six years before. Meanwhile a new generation of Latin teachers, taught and teaching, many of them, in schools where Latin held a subsidiary place in the time-table, handed on a pronunciation not always as accurate as the vanguard of reform could have wished. Perhaps for this reason the reformed pronunciation was assailed once more, at the Headmasters' Conference of 1926, as having failed to justify itself after a fair trial. In view of the intensity of the recent *Times* campaign—it lasted over a fortnight—it is obvious that the situation to-day is unsatisfactory.

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The remedy, however, does not lie in a return to the "English" pronunciation. In the December number of *The Journal of Education*, 1902, Mr. John Sargeaunt claimed for the pronunciation then in use that it was "clear, simple, natural, straightforward and precise," and attacked the reformed method as "a sea of indecision." But even granting variation of usage where certain "hidden quantities" are concerned, the divergences in the reformed pronunciation are negligible compared with those in the Latin spoken as English. The Yorkshire variety of "English" Latin would obviously differ from the Devonian or the Etonian. (Incidentally the practice of the vowel-sounds of the restored pronunciation is a valuable check on local accent.) Teachers of the "English" pronunciation, like those who learn to bid at contract, must inevitably choose between a "natural" system and a system of conventions. Either choice leads them to absurdities. If they attempt to be "natural," they play havoc with their quantities. If they draft a set of rules, they are no longer "following their instincts." How, according to the "natural" system, are boys, as they toil away at their elegiac couplets, to pronounce words like *item, radio, rota, status*? Is *apes* to be a monosyllable? They have not the time for Latin their grandfathers had: are they to squander it by pronouncing a word one way and scanning it another? What sort of verses will they show up if they think *rosa* is "rowza," *omnia* "omniah," *militat* "millitat"? What are they to make of *oue*, even if printed, neologistically, as *ove*? Does it rhyme with "prove" or "love" or "Hove"? Or if with none of these, how can it be pronounced as English? (At this point they are met by a further dilemma: to Shakespeare "proved" and "loved" were rhymes—there is no evidence in the Sonnets as to "Hove"—are they to pronounce "love" as "loove" or are they to reject what was good enough for their forefathers?) In a word, it is impossible to apply the rules of English pronunciation to Latin.

On the other hand, the English pronunciation of Latin can be "clear, simple, straightforward and precise" (but not natural) if the right set of rules be drafted. If these rules include the adoption of hard c's and g's, the result, as the writer knows from experience, can be accurate, but it is not the "English" way. Or the Latin.

The real remedy is twofold.

Out of school, the reformer must make concessions to the traditionalist. In the middle of an English sentence he must pronounce the words *Scipio, Coriolanus, Augustus, de jure, nisi prius, ultra vires, sine qua non, modus operandi, agenda, strata, in memoriam, magnum opus* and the title of this article, in the casual fashion of a naturalized English word. By so doing he will avoid the reproach of pedantry and he will deprive the traditionalist of his chief weapon against reform, to say nothing of ridding him of his fears of suffering agonies at the mere sound of "werteego" or "loombahgo."

But in school, or wherever he teaches, the advocate of the restored pronunciation must place his own practice above suspicion. As F. W. Westaway points out, this counsel of perfection is not as hard to carry out as it sounds.

> "Time and time again I have seen a first lesson given to beginners, have often given one myself. Half an hour is long enough to teach the ten main vowel sounds, . . . the main rule for syllabic division, and the two main rules for stress accent.
>
> At the end of that time the child can pronounce the words in an easy Latin sentence without difficulty."

At this point a word might be added in favour of the marking of quantities on all words in Latin text-books in use below the sixth form. It is not possible, especially where the hours given to Latin are few, for boys to have heard every new word pronounced aloud by their master, and once a new word has been learnt wrongly —*dămicus, rĕgina, dĕbet*—it is hard to unlearn the false quantity. Even masters who teach verse composition need guidance at times, especially with words whose scansion excludes them from dactylic verse, like *memoria*, and proper names, like *Senones*.

It is high time, then, for even the reformers to practise reform. In school they must pursue *fortiter* the goal of absolute accuracy. In the garden, the doctor's consulting room, and, if they find themselves in that extremity, in the law-courts, let them anglicize *suaviter*. And by *suaviter*, let it be understood that, "pro hake vicey," "suayviter" is meant.

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F. W. Westaway. *Quantity and Accent in Latin*. Cambridge, 1930.

(This is the best practical manual known to the writer of this article, who disagrees, however, with paragraph 111—an attack on the "English" pronunciation of certain well-worn Latin tags.)

A. P. Herbert. *What a Word!* Methuen, 1935.

(Pages 171–176 are an unjustifiable attempt to dictate to schoolmasters what pronunciation they shall adopt.)

Uncommon Law. Methuen, 1935.

(The case "Rex *v.* Venables and Others" pp. 360–364, is a reminder that in the King's Courts Latin should be pronounced as near as possible to King's English. Marred only by the implication that the Romans wrote *ultra vires*. They wrote *ultra uires*.)

A New Educational Reference Book.—Some of the leading educational authorities contribute to a new reference book, *Handbook of Commercial and Technical Education*, to be published shortly by Sir Isaac Pitman & Sons, Ltd. It gives details of about 150 organizations, their aims, names of officials, privileges of membership, and so forth. A useful feature is the inclusion of examination syllabuses, dates, fees and centres.

* * *

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By H. G. WELLS, D.Litt.

★ This is the Presidential Address to Section L of the British Association, **specially revised for,** and **exclusive to** "The Journal of Education."

See numbers for October and November, 1937, which also contain comments by Professor Hearnshaw

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An Article, on the selection of Class Books in Modern Languages, by Mr. H. NICHOLSON, M.A., formerly Headmaster of Taunton School, appeared in the October, 1936, issue of *The Journal of Education.*

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THE LAYMAN'S LIBRARY

XVI.—PRIMITIVE CHRISTIANITY AND ITS ORIGINS

By the Rev. F. K. CHAPLIN, M.A., Chaplain of St. Dunstan's College, S.E. 6

I.—PROLOGUE

IN the form of a Hymn of Creation the first chapter of Genesis relates the story of the creation of man, made in God's image, a being potentially divine. To appreciate the impressiveness of this condensed epic, one should read it in the light of modern knowledge. The opening chapters of H. G. Wells' *Short History of the World* (Watts, 1s.), is good. Winwood Reade's *Martyrdom of Man* (Watts, 1s.), is, perhaps, better. Chapter III is the one required.

Then, in allegorical form, the next three chapters relate how mankind reached the stage when it came to distinguish between right and wrong: and deliberately chose to do wrong.

(*a*) The Birth of a Nation

According to the Book of Genesis, Providence now intervenes to put things right. God selects an individual to be the founder of a nation from which shall come the Christian religion. Church history begins with Abraham. Sir Leonard Woolley's *Abraham* (Faber & Faber), is the latest authoritative work.

Dr. M. R. James, well known as the author of *Ghost Stories of an Antiquary* (Penguin), has also a volume of *Old Testament Legends*, of which one of the best is The Death of Abraham. There is also a selection from *The Talmud* (Mazim), by H. Polano, containing legends bearing on Biblical history, which might interest some readers.

The story of Joseph, as narrated in Gen. xxxix.—l, is extraordinarily dramatic. Joseph's being sold as a slave leads to his becoming Grand Vizier and Food Controller of Egypt, so that when famine drives Abraham's descendants to seek corn in Egypt, Joseph can settle them in the fertile district of Goshen, where as time went on they "increased abundantly, and multiplied, and waxed exceeding mighty."

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The background of this ancient Egyptian civilization is picturesquely supplied by Winwood Reade in the first chapter of *The Martyrdom of Man*; but the whole story has been worked up into a novel, *Joseph and his Brethren*, by Ephesian. There is also Margaret Goldsmith's *Joseph*.

(*b*) The Chosen People

Israel has now been in Egypt for some centuries but the destiny of the Chosen People is in Canaan. The question is, "How can they 'make their getaway'?" Those who scoff at the Ten Plagues have to face the problem of what *was* the *deus ex machina* which brought that horde of Israelite slaves up out of Egypt. Rider Haggard's *The World's Desire* (Newnes, 6d.), contains a lurid account of part of the Exodus, but although Andrew Lang collaborated I am not sure that the history is quite all right.

These Israelite slaves turned out to be unable to conquer Canaan; so during forty years they have to live a nomadic life in the wilderness, until a new generation has grown up.

(*c*) The Promised Land

The entry into Canaan is impressively recounted by Sir Frederic Treves in *The Land that is Desolate*.

"The plain was black with men, and with such men as Jericho knew not of. For no less than forty years these people had been wandering homeless in the wilderness. They were clad in rough garments, or in the tatters of clothing that had been carried with them out of Egypt two score years before. There were few of the fighting men that had not been born on the trail. There were few who could remember any home but the desert. . . . They were a wild, unkempt, terrible folk, an army in rags, an army of stern, solemn-faced men who marched gravely and in silence. Nothing broke the stillness of the procession but the awful heart-throttling tramp of over forty thousand feet."

(*d*) The Monarchy

One must not linger over the Judges, although Milton's classical drama, *Samson Agonistes*, besides giving the English reader a remarkably good idea of what a Greek play was like, presents us with quite a realistic Samson.

Passing from the Judges to the Monarchy, one has J. M. Barrie's inspired play, *The Boy David*, covering a large amount of David's later life, besides the boyhood. The stories of David have recently been systematized in a book by Michael Home. *The Throne of David*, by J. A. Ingram, used to strike me as remarkably engrossing. In *The Book Beautiful* (Greening), Guy Thorne makes Saul and David and Jonathan very human. When we come to the prophets the same book has a story about Naaman. Pamela Frankau's *Jezebel* brings in Elijah. John Buchan's story, The Grove of Ashtroth, in *The Moon Endureth* (Hodder & Stoughton), throws light on this period.

(*e*) The Clash of Empires

The Promised Land may have been flowing with milk and honey, but it was an uncomfortable country for a small people to inhabit. Palestine has been called "the cockpit of the East." It was, however, not until the days of Isaiah that the ancient empires became a menace. G. A. Birmingham has just done a book on Isaiah. Then, when about 606 B.C. Assyria was overthrown by Nebuchadnezzar, the new empire of Babylonia soon came into collision with the kingdom of Judah. Jeremiah is the prophet of this period. He can be studied in S. L. Caiger's *Lives of the Prophets* (S.P.C.K., 5s.).

The captivity of Judah under Nebuchadnezzar served a useful purpose. "They went into captivity a nation: they came back a Church." When the people returned from exile they brought with them the synagogue services, based on hymns and prayers and lessons and a sermon, from which are derived both the Christian and the Mahommedan forms of worship. But for the destruction of the Temple, and the captivity in Babylon, there would probably never have been any synagogue, nor, consequently, any Church.

(*f*) The Diaspora*

For the general background of the ancient empires which met in clash after clash for world power, Chapter I of Winwood Reade's *Martyrdom of Man* is unequalled. Volume III of Stanley's *Jewish Church* is very descriptive about Babylon. When Babylon fell before Cyrus, king of Persia, the empire of the Medes and Persians succeeded that of Nebuchadnezzar. Marion Crawford's *Zoroaster* should be read here.

Under the Medes and Persians, Jewish prisoners of war were allowed to return and rebuild Jerusalem. Many others, however, migrated to various cities, where this diaspora unwittingly prepared the way for Christianity by introducing the Greek (Septuagint) translation of the Old Testament, and by setting up synagogues, with regular habits of worship. As Renan put it, "The Jews tilled the empire."

II.—PREPARATION FOR CHRISTIANITY

Between the last page of the Old Testament and the first page of the New is a gap of nearly four hundred years. This gap is bridged by the Apocrypha, particularly I Maccabees and, if one desires more lurid details, II Maccabees. The S.P.C.K. do an edition of the Apocrypha for 1s. The Oxford University Press have one for 2s. There is also Volume I of J. M. Myers' *The Story of the Jewish People* (Kegan Paul, Trench), which is a history of the Jewish people since Bible times with a preface by the Chief Rabbi.

The latest and best thing on the Apocrypha is by R. H. Maldem (Oxford University Press, 4s. 6d.). Volume III of Stanley's *History of the Jewish Church* is good for both the heroic Maccabees family and for the growth of the Jewish Canon. Arnold Bennett, by the way, dramatized the Apocryphal legend of Judith.

Hellenizing the East

This period between the Old Testament and the New was mainly one of Greek ascendancy and of the

*Dispersion.

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Hellenizing of the East. Winwood Reade's first chapter is still required. Breasted's *Ancient Times* has been re-written by W. Hughes Jones, for the Royal Air Force, and published most attractively by Ginn & Co. Any one who desires a more elaborate, though much enjoyed, work might try Edwyn Bevan's *Jerusalem under the High Priests* (Arnold). The reader who would not despise anything just because it was a text-book, could get a clear plain account of the period from Winifred Lumb's *Later Judaism* (S.P.C.K., 1s.).

It was this Hellenizing of the East which enabled the first Christians to be understood wherever they went; and caused our New Testament to be written in Greek: and also led to the Jews turning the Old Testament into Greek.

III.—THE GENTILE ENVIRONMENT

Finally, under the Roman Empire, when the religious genius of the Jew, the language and culture of the Greek, and the administrative efficiency of Rome had combined to produce a favourable environment, the Christian Church emerged. "When the fullness of time was come, God sent forth His Son."

Lewis Wallace's *Ben Hur* deals with this period. There is a film version for sixpence in the Reader's Film Library Edition. J. H. Ingram's romance, *The Prince of the House of David*, used to be fairly highly esteemed. John Masefield's play, *Pompey the Great*, is good, so is the first act of *The Wandering Jew*. Sienkiewicz's *Quo Vadis* is concerned with the Roman Empire about thirty years after the death of Christ. Jack Lindsay's *Rome for Sale* (Elkin, Mathews & Marrot), is near enough to this period to be useful. I have given other works on this period in another article in this series, on Early Christianity and its Rivals. See *Journal of Education* for November, 1937.

The New Testament

Milton's *Ode on the Morning of Christ's Nativity* should not be ignored when we come to the life of Christ. *The Gospel Story of Jesus Christ* (King's Treasures, Dent, 1s.) is a consecutive narrative of the life of Christ in the words of the Gospels. For the Temptations there is still Milton's *Paradise Regained* (Oxford, 2s.), and the second chapter of Sir J. R. Seeley's *Ecce Homo* (Nelson). A. Clutton Brock's *What is the Kingdom of Heaven?* (Methuen), is published in a simplified form for 2s.

For the Crucifixion, Masefield's play, *Good Friday*, is helpful. In Guy Thorne's *Book Beautiful* the story of Crêve Coeur presents a theory about Judas Iscariot which is rapidly gaining acceptance. Another story in the same book, A Tale of Dreams, actually brings us to the day of the Crucifixion.

For the Resurrection, George Moore's *The Brook Kedron*, has become something of a classic because of its author's reputation as a stylist. I, myself, prefer Renan's *Acts of the Apostles*. Both this *Acts of the Apostles*, and the *Life of Jesus* used to be included by the R.P.A. in the 6d. reprints. Though not so well known as these works, Henry Latham's *Resurrection* is probably nearer the truth. See also my own little book *Resurrection?* (Stockwell, 2s. 6d.).

CONCLUSION

With the death of Christ, His work was not complete. The machinery was there: the engine, so to speak, was built and the lines laid down; but there was no fire, no steam, no power. The fire was, I think, lit by the belief in the Resurrection of Jesus. The steam was produced at Pentecost, when power descended from on high.

The engine now began to move, but only a little. Christianity began to spread, but only locally. The engine required a driver: the Church needed the Apostle Paul. I have dealt with this aspect of Christianity in another article in this series.* It will be enough here to mention Kipling's *The Church that was at Antioch*, and The Manner of Men in *Limits and Renewals*.

With the Apostle Paul our outline of the Bible narrative ends. His conversion to Christianity is the climax of the long process which we began to trace in Genesis with the Call of Abraham, and the promise, "In thee shall all people of the earth be blessed."

* See *The Journal of Education* for November, 1937.

In the Spring List prepared by Messrs. Rich & Cowan, Ltd., two additions to the Needs of To-day Series are announced; they are *Can Psychology help?*, by Dr. Eleanor A. Montgomery, and *Can Human Nature be improved?*, by Dr. F. E. England. A work entitled *The Conquest of Mankind*, by Paul Frischauer, consisting of extracts from written records with commentaries, and showing the development of cults and beliefs from primitive religions, is also announced.

* * *

Messrs. B. T. Batsford, Ltd., in their Spring List, announce *The English Public Schools*, by John Rodgers. Two books are added to the British Nature Library: *Wild Flowers in Britain*, by R. Gathorne-Hardy, and *Wild Birds in Britain*, by Seton Gordon. There is also a third edition of Vol. I of *A History of Everyday Things in England*, by Marjorie and C. H. B. Quennell.

* * *

Yet another Book Club: this one is the S.C.M. Religious Book Club, and already it claims 16,500 members. It is being conducted by the Student Christian Movement Press, 58 Bloomsbury Street, London, W.C. 1.

* * *

The Oxford University Press has issued a convenient classified catalogue of its Songs, Part-Songs and smaller choral works with instrumental accompaniment. Certain items can be hired.

* * *

Messrs. Philip & Tacey, Ltd., have produced an illustrated forty-eight page catalogue of their School Publications. In addition to readers, copy books, &c., it includes wall charts, maps and decorations for the schoolroom.

* * *

Visitors to Cambridge—and doubtless many of our readers will be attending the meeting there this August of the British Association—are always struck by the running streams of water flowing along the gutters of some of the main streets. The origin of these streams, which are fed by Hobson's Conduit, is described in an article by Mr. Charles Fox in the April issue of the *Cambridge Public Library Record*. A map, copied from a plan in the University Library, illustrates the article.

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FURTHER LETTERS TO A YOUNG HEAD MASTER

IX.—TESTIMONIALS AND THE PHILOSOPHY OF EDUCATION

By W. JENKYN THOMAS, M.A., ex-Head Master of Hackney Downs School, formerly Grocers' Company's School

MY dear W.,

You say that you have on your staff a master who is very clever, but equally lazy, so lazy that at the recent full inspection he made no attempt to conceal his laziness from the Board of Education inspectors. It is not easy, by the way, to throw dust in the eyes of His Majesty's inspectors of secondary schools: before their appointment as inspectors they were inspectees. You say with truth that as a rule lazy masters "buck up" before and during a full inspection, and the boys back them up splendidly. The inspectors found that while this man's oral lessons were good he did not set sufficient written work, and had not corrected properly such written work as he had set. In accordance with their custom (which is very fair) they informed him, and you as his Head Master, that in the printed report to the Governors there would be unfavourable comment on this neglect. You have spoken severely to him (by the way I wonder that you were not aware before the inspection of his laziness, or was it that you were afraid to tackle him?) and he is, therefore, seeking another appointment. He has asked you for a testimonial and you have consented to write, one but do not know what on earth to say in it. I suggest that you use the formula which was quoted to me the other day: "Any head master will be fortunate if he gets Mr. Blank to work for him." By the way, have you heard this: "He will be an addition to any staff."

I expect that you are so absorbed in the day-to-day work and worries of your school that you have neither the time nor the inclination to read books or articles which deal with general educational principles, the philosophy of education—I know I hadn't when I was a head master. There is some excuse for us. Most of them—perhaps that is an exaggeration and I will substitute many of them—are dull, humourless and pontifical. What general educational principles do I mean? Well, the apparent antinomy of the opposition of freedom and restraint, whether we should teach our pupils what to think or how to think, are we to educate our pupils for work or for leisure, the claims of natural science as against the humanities, the opposition between the claims of thought and emotion, logic and aesthetic, and the like.

I have recently come across an article in which the above questions are discussed with equal wit and wisdom. It is included in the last number of *English*, the magazine of the English Association, published for the English Association by Humphrey Milford, Oxford University Press, price half a crown net (and more than worth it). The author is Mr. George Smith, that great little Scotsman (you would think from his name that he is a pukka Englishman, but he isn't) who recently retired from being Director of the Oxford Department of Education. Previously, he was, as you will remember, for many memorable years Master of Dulwich College. (Botheration! in view of the first paragraph of this letter, it occurs to me that "memorable" is an ambiguous word. Let me make it quite clear that I am using "memorable" in its best sense.)

His article is so brilliant—on second thoughts (I am having too many of them to-day) I won't use that word, because so often nowadays it means "flashy"—his article is so supremely good that it ought to be read by many more than are likely to come across it in the magazine in which it is published. I expected much, for I well remember his presidential address to the Incorporated Association of Head Masters in 1928—one of the very best of the many I have listened to. I will make one quotation from that. "I, for one," he said, "would not willingly go back to the old ways (of schoolmastering). And yet I feel we have lost something, some certitude in the progress of our thought, some grip of reality, some of the grim strength that comes from acceptance of facts, however unpalatable, and of duties, however unwelcome, some keenness of insight and accuracy and logic; and that our education tends to become what an old-fashioned and disgruntled schoolmaster, whom I hope you will not attempt to identify, might call sloppy and slipshod." I expected much, as I said, from this philosophical and humorous Scotsman, but what I got much exceeded my expectations.

Let me now quote from *English* what he says about freedom and restraint: "We cannot but be authoritative if we are to educate. We are older than our pupils, we have more knowledge, we are possibly wiser. Our relation to them can never be that of equal to equal; it must be that of superior to inferior. In short the dominie must be dominant but he must not domineer." Now, isn't that a splendid epigram?

On the question whether we should teach our pupils what to think or how to think, his answer is as follows: "The teacher must encourage his pupils to criticize as well as to accept, to think for themselves, to take the present tradition for what it is, a possible way of living that requires a certain amount of conformity and claims a certain amount of respect, but not as a perfect and final order."

Are we to educate our pupils for work or for leisure? His answer is, for both.

As between the claims of the humanities on the one side and natural science on the other, he writes: "In time the pendulum swung, and it swung, as it always does, past the dead centre. Insistence on the claims of natural science became too strong: the claims of the humanities, not Latin alone, but literature in general, were forgotten, and we were in danger of producing from our schools pupils who had learned little or nothing of the joy and enlightenment that literature can give, and who had little or no skill in using their mother tongue for exposition, much less for delight."

On the opposition between the claims of thought

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and emotion, or of logic and aesthetic, he says that in the early half of the century the educational emphasis was all on hard facts. . . . " Yet there is a danger that the pendulum may swing or may have swung too far. We may be encouraging the aesthetic emotions at the expense of reason. We may be looking for thrill instead of logic, and it may be that the pupils so educated, if they find their headlines alliterative and their slogans snappy and full of pep, will welcome these too uncritically and believe that they prove something. But if this nation is to be a wise and understanding nation, and if it is going to use its vote with discretion, it must think as well as feel. Feeling without thought is a perilous guide of action."

I have sometimes found that a reviewer picks out all the good things of an article and that when I read the original afterwards I have had a feeling of disappointment. I can assure you that Mr. Smith's article is excellent right through. You remember that Bacon said that some books are to be tasted, others to be swallowed, and some few to be chewed and digested. The same applies to magazine articles, though I would add, as regards magazine articles, a fourth category—some to be skipped altogether. I can assure you that Mr. Smith's article is to be included in Bacon's third category, and that the process of chewing and digesting will give you great pleasure and teach you much.

Yours ever, W. J. T.

NATIONAL UNION OF TEACHERS: EASTER CONFERENCE

THE Annual Conference of the National Union of Teachers at Margate was the sixty-eighth of the series and the third held in the town. Including associate members, mainly students undergoing professional training, the total Union membership now reaches 160,991. The total funds of the Union amount to £1,464,989. In the first year of its history the Union had no membership fee ; then for the next twenty it ranged from one to six shillings per annum. For two years, in 1923 and 1924, the subscription reached two guineas annually, but for the past thirteen years it has remained at one guinea. The installation of the new President, Mrs. E. V. Parker, was notable in the fact that she was the fifth lady to hold the office.

Freedom the Keynote

Running throughout the Conference was a notable insistence upon freedom and peace as the vital bases of all progress in the schools. For the first time, American representatives visited the Conference, and the democratic sentiments they expressed were followed by a great ovation. Monsieur Delmas, speaking in the name of 105,000 French teachers remarked in a particularly fine passage : " Because we are sincerely democratic we always believe in the virtue of liberty, and because we are teachers who have faith in their mission, we believe that the evolution of mankind will bequeath to our descendants more knowledge and more light to determine their own political development. Man cannot struggle to dominate matter and to overcome the domination of nature only to submit blindly to the tyranny of one man or one caste. Peace is a continuous creation, and nations which interrupt their efforts toward peace, do not deserve to keep it."

Summarizing her presidential address the same note was touched by Mrs. Parker : " The breath of freedom which is the breath of life itself, must be made to blow in every nook and cranny of our educational system. The child must be made free to grow to his full stature, by the provision of the sort of schools, the kind of system, which provide equality of opportunity and the right environment. The child must be set free from dogmatic pressure, from the influence of false values, from the necessity of being hard, competitive and selfish."

Free Secondary Education

Conference strongly endorsed a plea for the provision of 100 per cent of special places in all rate-aided and grant-aided secondary schools, pending the establishment of free secondary education for all, and that such special places should be supplemented by maintenance grants, where necessary. It was made clear that such education would be of varying types suitable to the capacity of the children, and following the Hadow recommendations.

Staffing and Nursery Schools

Resolutions were passed urging that, in all but the smallest schools, head teachers should be free from direct responsibility for a class ; that in infants' and junior schools of six classes, or more, there should be at least one class teacher more than the number of classes ; and one excess teacher in senior schools in addition to the number of specialist teachers. Unanimous endorsement was given to a resolution recommending the establishment of, and increased grants for nursery schools and nursery classes by local education authorities.

Beneficial Employment and Exemptions

Considerable time was devoted to the problem of school exemptions and beneficial employment under the terms of the Education Act, 1936. Mr. R. Hall, of the Executive, in moving a resolution inviting local education authorities to use all opportunities for securing an extended school life for all children ; and for providing further opportunities of education for those who were exempt before reaching the legal leaving age, examined the proposals of the Lancashire education authorities in dealing with such children. He hoped that exemptions would be the exception and not the rule, because the new senior schools gave hope of a wider outlook in education. An amendment was approved, along with the resolution, in favour of maintenance grants for children remaining at school until the age of 15 years. Mr. J. W. Lawton, in supporting, pointed out the economic difficulties which had arisen in Barrow when the local authority raised the leaving-age to 15 years in 1935, and the Board of Education refused to sanction maintenance grants.

The Problem of Large Classes

In calling upon the Government to reduce the size of classes in elementary schools Miss Haswell stated that upward of 2,000,000 pupils were being instructed in classes of forty or more. Admitting that some progress had been made it was still very slow and many children suffered physically and mentally owing to their crowded conditions. Education under such conditions was a refined form of cruelty. She pleaded for equal conditions with those enjoyed by senior schools. Mr. Rodda suggested that large classes were responsible in part for delinquency ; individual freedom was repressed. He believed that smaller classes would prove a social investment. Mr. Hills received strong support when he insisted that junior and infant departments should be the most liberally staffed because the children there were in the receptive and formative stages. The resolution as approved asked for a maximum of thirty pupils for any class.

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SOME TIME-TABLE PROBLEMS AT THE SCHOOL CERTIFICATE EXAMINATIONS

PART I

By A. M. WALMSLEY, M.A. Northampton School

FOR nearly twenty years now the School Certificate Examination has been passing through what may be called its experimental stage. It is now on trial, arraigned as it has never been before; and as a result we may expect some modification of the conditions on which the First School Certificate will in future be granted. With that major problem this article is not concerned, but there are certain minor problems that may well come under review at the same time; in particular, differences in time-table organization under the various boards, and differences in the length of the papers.

It is reasonable to expect that the same subject should make approximately the same demands on the examination candidate in each of the eight School Certificate examinations. But a comparison between the examination time-tables of different boards will suggest that it is doubtful whether the same demands are made on the examination candidate. One of the subjects most widely taken is mathematics. For this subject London University and the Central Welsh Board both require the candidate to take three papers, lasting 8 hours; while the Oxford candidate is required to take three papers in the same subjects, lasting only 5½ hours. Other boards set similar papers making a total demand on the candidate's time of 6 or 6½ hours. It is, of course, possible to argue that it is to the candidate's advantage to be allowed 3 hours rather than 2 hours for the algebra paper; but on the face of it, it would seem that an 8-hour examination is more tiring to candidates of 15–16 years than a 5-hour or a 6-hour examination would be. And whether it is an advantage or a disadvantage to the candidate, there is a good deal to be said for treating all candidates alike in this respect.

In history, both the length of the examination and the syllabus itself vary very much under the different examining boards. For the Oxford examination a single paper (2¼ hours) is all that is required for a pass with credit, and most of the candidates offer a comparatively short period of English history, being allowed a choice of four periods. Provision is made for alternative papers on European history or on the history of the British Empire, and a candidate *may* take one of these alternatives instead of, or in addition to, the paper in English history. The Cambridge candidate may take only one history paper (2½ hours). He has a choice of three papers:

(*a*) British and European history, 1066–1714.
(*b*) British and European history, 1688–1914.
(*c*) History of the British Empire, 1588–1914.

It is to be noted that British and European history are combined in the same paper, and that the periods covered are much longer than in the Oxford examination.

The Oxford and Cambridge School Examination Board require all history candidates to offer two papers, each of 2 hours. A feature of the history syllabus for this examination is the provision of special subjects, in place of periods, in ancient and European history. The normal practice is to offer one paper on a period of English history and a second paper on a special subject. London University, the Northern Universities Joint Board and the Central Welsh Board all require history candidates to take a single paper (3 hours), but the syllabuses are by no means the same. An interesting feature of the London syllabus is the provision that enables candidates to offer a very modern period—English history, 1880–1931, combined with European history, 1878–1931.

Similarly in scripture, the length of the examination test, the number of papers required and the syllabuses all vary under the different boards. For the Oxford School Certificate one paper is sufficient for a pass with credit, and no candidate may take more than one (2¼ hours). The candidate can choose either Old Testament history, *or* New Testament history, *or* Greek Testament. For the Oxford and Cambridge Board examination candidates are required to take two papers, each of 2 hours. For the Cambridge certificate, also, two papers must be taken, one of 2 hours and one of 1½ hours. London, and the Northern Universities Joint Board compromise between these two extremes by requiring candidates to take one 3-hour paper, which is divided into two sections.

The examining boards appear to hold more divergent views about geography than about any other subject for the School Certificate. London, Bristol, the Northern Universities Joint Board and the Central Welsh Board are all content to set a single paper, of 3 hours. Oxford gives the same time to the geography test, but sets two separate papers, each of 1½ hours. Cambridge, and the Oxford and Cambridge Board also require two papers in geography, each of 2 hours. Durham is more exacting still: it requires two papers, one of 3 hours and one of 2 hours.

Moreover, the place of geography in the Group System has long been in dispute. Oxford, Cambridge and Bristol all allow geography to count in either Group I or Group III. London, the Oxford and Cambridge Board and the Northern Universities Joint Board place geography only in Group I, while Durham places it only in Group III.

It is not the purpose of this paper to make a plea for anything like uniformity in the School Certificate syllabuses of the different boards. But I do suggest that the time has come for some of the boards to revise the length of time given to papers, in the light of the experience gained during the last twenty years. No one

(*Continued on page 260*

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can examine the time-tables of the different boards without being struck by the great number of 3-hour papers set by London, the Northern Universities Joint Board and the Central Welsh Board, in marked contrast to the almost entire absence of 3-hour papers in the School Certificate examination under the older universities. For the London School Certificate more than twenty-five 3-hour papers are set. Wales, and the Northern Universities Joint Board have about twenty 3-hour papers. On the other hand, in the Oxford School Certificate there are only two 3-hour papers, and both of these are optional papers, one in painting, the other on the theory of woodwork. Cambridge has only one optional 3-hour paper (painting), and the Oxford and Cambridge Board also has only one 3-hour paper (practical handicraft).

(*To be continued*)

COMMUNICATION AND PROGRESS

By E. J. HOLMYARD, M.A., M.Sc., D.Litt., Clifton College, Bristol

IT has been said that the distinguishing feature of science is the precision with which scientific knowledge and concepts may be communicated. A moment's reflection will indeed show that the success of each branch of science is in direct proportion to its degree of precision of communicability, starting with mathematics and mathematical physics, passing thence to astronomy and chemistry, and ending with the biological and geological sciences. Yet, while the emphasis is here rightly laid upon the exactness and completeness with which scientific ideas can be communicated, it is well not to lose sight of the fact that the essence of human progress in every form, whether scientific or not, is rapid and easy communication.

Civilization began only with the invention of such elementary methods of communication as the highway, the wheeled cart and the ship, the early history of which has recently been described in a very attractive manner by Mr. A. J. H. Goodwin.[1] The first important roadways lay along the courses of rivers, but in many places —especially, perhaps, North America and tropical Africa—the tracks made by animals were turned to human advantage, while trade-routes were often determined by the necessity of passing near salt-pans, or, in desert regions, near supplies of water. The domestication of animals was another fruitful factor in the development of communication, for when the wild Aryan tribes of Asia subdued the horse they were able to spread far and wide—so far that the Chinese had to build the Great Wall to exclude them. Mr. Goodwin relates that the chief difficulty of ancient horsemen was to keep their seats, for no one thought of the stirrup until the sixth century A.D. The earliest known wheels date from about 3200 B.C., and were excavated at Kish; they consist of composite discs fixed to the axle of a chariot in such a way that axle and wheels turned as one. For a considerable period, it seems, chariots were used solely as instruments of war, and not as a means of communication, while the four-wheeled wagon was several centuries later than the chariot in reaching general adoption.

As to harness, Mr. Goodwin suggests that this first grew efficient when the old roads of the Roman Empire fell into bad repair, and the individual had to improve such factors in transport as lay within his unaided powers. Communication by water was established very early, but sea traffic demanded the construction of stronger vessels than the fair-weather coracles and dug-outs invented independently by many ancient peoples. Mr. Goodwin, in common with other authorities, believes that the credit of supplying this need must be given to the Egyptians—that wonderfully ingenious race—who made ocean-going ships by fastening together planks on a ribbed framework. In contrast to the later clinker-built ships of Northern civilizations, the Egyptian vessels were carvel-built.

One of the great obstacles to communication, up to quite recent times, was darkness, and the story of how man has striven through the ages to turn night into day is an integral part of the history of human progress. The story is told very well in a little book translated from the Russian of M. Ilin,[2] who takes his readers from the primitive bonfire to the scarcely less primitive torchlight and tallow candle, and then makes an effective contrast with the description of modern illumination, including the use of neon tubes and sodium lamps. He predicts that in a century's time the whole earth will be covered at night with luminous corridors for aerial craft, and will shine, not with reflected light, but with its own light like a new sun.

For improved illumination, as for many other aids to communication, the world is indebted to the labour of scientists, among whom the chemists may claim a place in the forefront. It was a chemist, Auer von Welsbach, who invented the incandescent gas-mantle and discovered the mixture of metals used as the so-called flint in the ubiquitous cigarette-lighter; another chemist, Sir William Ramsay, discovered neon and was partly responsible for the discovery of argon, now widely used in the ordinary gas-filled type of electric filament lamp. In other directions, we have to thank the chemists for the steel of our locomotives, the aluminium of our aeroplanes, the exceedingly pure copper of our electrical appliances, and a thousand commodities equally indispensable to human intercourse. How chemistry has revolutionized life within the last century is a matter of common knowledge; less familiar, even to many chemists, are the revolutionary changes suffered by chemistry itself during the same period.

Prof. Findlay has just published a book [3] in which this eventful development is described in a concise but

(*Continued on page 262*)

[1] **Communication has been Established.** By A. J. H. GOODWIN. (10s. 6d. net. Methuen.)

[2] **Turning Night into Day: the Story of Lighting.** By M. ILIN. (3s. 6d. net. Routledge.)

[3] **A Hundred Years of Chemistry.** By Prof. A. FINDLAY. (15s. net. Duckworth.)

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readable form, the selection and arrangement of details being nicely judged to render the narrative thoroughly coherent without confusing the reader by an *embarras de richesse*. The survey necessarily deals mainly with advances in our knowledge of matter, but Prof. Findlay does not forget that the erection of the present-day edifice of chemistry is a great human achievement, and therefore appends short biographical sketches of those men, now dead, who contributed most conspicuously to the work of building it. A parallel volume,[4] by Mr. Edward Cressy, deals with the advance of mechanical engineering during the last hundred years ; it is primarily designed for those who have recently entered the profession, but may be read with pleasure by any who are interested in the production, distribution and applications of power—that is, in the most obvious ways in which the modern world improves its methods of communication.

There are, however, means of inter-communication other than mere bodily transport or the transmission of the spoken word and pictured image ; such, for example, are the communication and communion of emotions in music. It would probably be a hopeless task for science to try to explain the exact *modus operandi* of musical appreciation, but Sir James Jeans[5] makes easily intelligible why some combinations of sounds are agreeable to the ear while others are disagreeable. He dismisses the claim of some hearers to find emotional qualities in individual notes, and reminds us of the Beethoven enthusiast who detected more emotional quality in a single chord of his favourite master than in all the music of Bach added together. In spite of such exaggeration, however, the fact of the musical transmission of emotions is indisputable, and applies not merely to man but to many animals. According to Prof. Regen, of Vienna, " sex-appeal " in grasshoppers operates in this way, for if the male can be persuaded to chirp at one end of a telephone line, a female at the other end will jump into the air and settle down to listen in front of the receiver !

[4] **A Hundred Years of Mechanical Engineering.** By E. Cressy. (15s. net. Duckworth.)

[5] **Science and Music.** By Sir James Jeans. (8s. 6d. net. Cambridge University Press.)

THE CAREERS MASTER

By A. GRAY JONES, M.A., B.Litt.

THE question of a suitable career becomes increasingly important nowadays. Schoolboys want to know all about the types of careers open to them : they may require guidance and advice on the subject of a suitable career : perhaps in some cases they may need to be put into touch with or actively helped to obtain posts. The fulfilment of these needs requires a certain amount of specialist knowledge, and thus careers masters are being appointed in many schools. The exact scope of their work is not precisely defined and perhaps need not be. The present period is for them one of experiment and exploration in which, however, certain tendencies are clearly visible.

Broadly speaking, the master in charge of careers work has to supply information about suitable careers ; he may also guide and advise pupils in their selection of the right career : in some cases he may even find posts for them.

In small schools in remote towns and rural areas this work will normally be done by the head master. In schools of medium size and over (say, above 200 pupils), the work will require the attention of a careers master. Clearly it is work that cannot follow a mechanical routine. The careers master is not an inanimate channel through which information is regularly conveyed to pupils ; he is like all teachers dealing with human material, and his work therefore demands not only specific as well as general knowledge, but also inspiration, imagination, and the ideal of service. Hence it will generally be agreed that he will need to be an adviser and guide as well as a source of information.

During the last ten years and more, especially since 1931, reliable information about careers has been provided in abundance. Thus, the Ministry of Labour, through its employment committees, administered jointly with the Head Masters' and Head Mistresses' Associations, has produced a useful series of pamphlets, the " Choice of Careers Services," in which, for example, the would-be dentist, accountant, engineer, nurse, or doctor may find out how to enter on the necessary course of training and how to acquire the prescribed qualifications. These pamphlets (obtainable from the Stationery Office at a cost of from 1d. to 3d.) should be in every school library. The only criticism that may be made of them is that some of the pamphlets are rather academic in style, and tend to deal with their subject in a stereotyped manner. But they are indispensable. The Birmingham Education Committee has published a useful pamphlet (Chief Education Office, Birmingham, 3, 1s. net), *Careers Open to Secondary School Boys*, which can be strongly recommended. The Guild of Welsh University Graduates has a useful handbook (price 6d.), *Careers and Opportunities*. A new series of pamphlets (price 6d.), by Messrs. Rivingtons, of Pall Mall, should be studied ; each pamphlet deals fully with one specific career (such as electrical engineering). *The Journal of Careers*, monthly, from Messrs. Truman & Knightley, 61 Conduit Street, London, W. 1, supplies readable and authoritative information.

Apart from these pamphlets, there are many books by various authorities which not only give general information but add sound advice on psychological and specialist guidance. It would be an invidious task to choose half a dozen of the best, but a most useful bibliography, *Careers*, is published at 3d. by the National Book Council, 3 Henrietta Street, Covent Garden.

(*Continued on page 266*)

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Some careers masters have found that pupils gain far more from talks by experts than from reference books. In one North-country school, for example, the careers master arranges six to eight talks a term for his prospective school-leavers; these talks are given by local experts. Thus a local accountant will speak on accountancy; a cotton merchant on the cotton trade, and so on. In a large Middlesex school the careers master wrote personal letters to heads of firms and found their replies unusually helpful and informative. Several masters invite members of their old students' associations to give informal talks, which are appreciated most when given by people who have left school comparatively recently and can thus describe with topical interest what errors their experience has taught them to avoid.

Methods of guidance will depend largely on the circumstances of the individual school. In theory the right method of guidance involves a personal study of each case; this implies not only a study of form reports over a period of years, but also some knowledge of family circumstances and an appreciation of the pupil's character and of his general and specific abilities. In the last resort, this demands from the careers master a coherent philosophy of life, within whose ambit he can frame his recommendations.

The method of guidance inevitably raises the problem of vocational testing, which so far is provided on a large scale only by the National Institute of Industrial Psychology (Aldwych House, London, W.C.). The Institute tries to determine the suitability of pupils for a specific career or careers, and does so with the aid of tests applied by the master. Such tests have been used by several large schools, notably Harrow, and the results appear to be satisfactory. The Institute also provides courses of training for careers masters and so co-operates in this respect with certain local authorities such as Birmingham, Hull, and Kent. The Institute recently conducted an inquiry into the careers of pupils advised by it during the period 1927 to 1931. The results show that whereas between 50 and 60 per cent of those who did not follow the advice given are apparently happy in their occupations, over 90 per cent of those who followed the advice given are doing well.

It is held by some careers masters that the form supplied by the Institute to schools for vocational testing is rather too lengthy and detailed, and it is understood that this form may be revised in the near future. Other masters again, hold that the importance of the vocational test should not be exaggerated and that a careful personal inquiry on common-sense lines should be sufficient to determine the general as well as the special abilities of most pupils.

In any case, it is obvious that both as regards providing information and guidance every careers master must develop his own scheme. Such a procedure is far better than standardization: it preserves liberty and initiative and permits of fruitful experiment, and it is of course in harmony with the British tradition in education.

The special problems of rural and distressed areas must not be forgotten. In a rural area there are few, if any, openings; in a distressed area there are practically none. The rural area will absorb a few pupils in agriculture, and in small rural industries; the rest must look to the larger towns. In the distressed area, as there are no avenues of employment, nearly all must migrate, and thus the information and guidance in both types of area will differ considerably from what is required, say, in London or Birmingham. The Ministry of Labour can help in this direction, though whether there is sufficient help through close contact with the schools in depressed areas is a matter for consideration.

This leads us to a crucial problem—how far can the careers master go in the placing of pupils—ought he to find posts for them? On this subject there are divergent views. Some masters hold that placing pupils is a tunction best performed by the Ministry of Labour fhrough the Head Masters' Employment Committee, and they believe that for masters to assume this function may lead to avoidable overlapping. On the other hand, it is clear that a master who personally interests himself in finding posts for his pupils will be specially careful to find posts particularly suited to their individual requirements. It may be noted here that during each of the last three years the Committee has placed annually over 1,500 public secondary schoolboys in the London area. About a fifth of these went into banking and finance, another fifth into manufacturing concerns, a slightly smaller number into shipping and merchant firms, and the remainder into science and engineering, the wholesale and distributive trades, accountancy, and public utility undertakings.

The Committee's operations are confined to London and the Home Counties, and although there are employment officers attached to the divisional offices of the Ministry elsewhere, it does not appear to be generally known that their services are available. Hence many schools in the provinces rely partly on old students' associations, the members of which deliver informal talks to upper forms and actively interest themselves in finding vacancies for recommended pupils.

Some large employers offer admirable openings for promising entrants and treat them well thereafter, both in training and in promotion. A few, however, neither offer good openings or attractive prospects. A case that may be mentioned is that of a large distributive firm that applies for and receives boys of a good type, but cannot retain them. Again, boys realize by painful experience in certain instances that the ethics of the commercial world are not always identical with those learnt in schools. In cases of this kind, the careers master can only help by following up the careers of his pupils; he cannot "nurse" them for long: they have to be warned, and then they must stand on their own. But the boy will have a far better chance of pulling through successfully if he retains the quality of self-reliance, an upright character, and a readiness to work hard.

The work of the careers master is bound to be difficult if interesting. It needs a generous allowance of free time, and it will call on his enthusiasm and patience. The work is highly responsible and should be recognized as such both for purposes of status and of salary. Given the right man to do it, he should be allowed a free hand and ample facilities, for on the success of his efforts the future of many of his pupils will depend.

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EVOLUTION: ITS HISTORY AND DEFENCE

By O. H. LATTER, M.A.

IT was customary for many years in mentioning evolution to speak of it as a theory, the theory of Evolution; now, however, evolution is regarded as a fact by the vast majority of educated persons, established on foundations as firm as those of gravitation, and true not only in the organized world of animals and plants, but also in almost every field of human interest. As to the precise methods by which the evolution of animals and plants has been brought about, how one species has given rise to another, is indeed not universally agreed; and some, even biologists, have endeavoured to show that it is of restricted application, *e.g.* has operated only within the limits of "families," and a few, very few, upholders of special creation yet linger on.

Last year happens to be the centenary of that in which Charles Darwin recorded, in his pocket-book, "In July opened first note-book on Transmutation of Species"—the idea of Natural Selection did not occur to him until October of the following year. It is thus singularly appropriate that there has recently been published a work [1] giving a very full account of his ancestry, upbringing, work, and the man himself; and also of previous suggestions of evolution prior to the publication of *The Origin of Species by means of Natural Selection*. Brief mention is made of the evolutionary ideas of Aristotle and other ancient philosophers; and a series of quotations from the *Zoonomia* of Erasmus Darwin, Charles's grandfather, show that he felt strongly that existing animals and plants might have been evolved by gradual changes from forms differing from them, and had not originated in their present state by the fiat of a supreme Being.

Mr. West has made a very thorough digest of the literature relating to C. Darwin, and gives a vivid account of his boyhood and early manhood, and of the circumstances that led to his appointment as naturalist on *The Beagle*, whose visit to the Galapagos Islands was to set the extraordinarily patient young naturalist pondering on the transmutation of species, and ultimately to result in the acceptance of evolution by almost the whole civilized world. The chief incidents in the life of this great man are graphically and fully described by Mr. West; and one closes his book feeling that one has obtained a remarkably clear picture of the man himself, and of the effect of his labours on the concepts of his own and of all subsequent generations.

Equally appropriate, again, was it that as the subject of his presidential address to the British Association this year Sir Edward Poulton chose *The History of Evolution*.[2] True, he confined himself almost entirely to its history in the British Association's meetings during the last fifty-six years; but this limitation does not exclude discussion of the bearing of work which became known subsequent to Darwin, *e.g.* that of Weismann and Mendel, on the evolutionary process.

Though it was Darwin's theory of Natural Selection that led to the firm establishment of evolution, it is not universally agreed nowadays that natural selection (survival of the fittest) is the sole means by which new species have been evolved; that it is a *vera causa* can scarcely be disputed, but there may be others, and, as already stated, there are yet a few who do not accept evolution itself. It is with such critics that Dr. Davies' book [3] is concerned, and chiefly with Mr. D. Dewar's theory of "Evolution within the family, but not beyond it" (*Difficulties in the Evolution Theory*, Arnold). Dr. Davies is a palaeontologist, and by adducing as evidence fossil forms, both vertebrate and invertebrate, he completely refutes Dewar's contention. In the same manner, by appealing to the geological record he shows how entirely untenable is the theory of Special Creation. He emphasizes, however, that evolution gives no explanation of the psychic side of life: "that consciousness, memory and personality have been gradually developed step by step with the evolution of bodily structure and function seems unquestionable; yet we can frame no theory of how the two sides of this double process are connected, nor how their first association began."

Heredity and variation are the two fundamental phenomena rendering evolution possible; offspring are like, but never exactly like their parents. In Darwin's time there was complete ignorance of the mechanism by which the main features of parents are passed on to the children—his own ingenious theory of Pangenesis secured but few adherents—nor was there any idea as to how variations were brought about. Weismann's *Continuity of the Germ Plasm*, brought forward in 1883, afforded a satisfactory explanation of heredity, and at the same time negatived the inheritance of "acquired" characters. In the course of this century, microscopical study of the structure of the nucleus of animal and of plant cells, in conjunction with the experimental breeding that has followed on the discovery of Gregor Mendel's overlooked papers, has gone a long way toward gaining exact knowledge of how variations in offspring are brought about. In the latest of Methuen's Monographs on Biological Subjects [4] is given a detailed and up-to-date account of nuclear phenomena, and confident statements are made regarding the way in which at least some species of plants have been evolved from others. Although analysis of evolution by cytological methods is as yet young, it is considered certain that the mechanism of species-formation has not been the same in all groups

(*Continued on page 270*)

[1] **Charles Darwin, the Fragmentary Man.** By G. WEST. (15s. net. Routledge.)

[2] **The History of Evolution: being the Presidential Address on "The History of Evolutionary Thought as Recorded in Meetings of the British Association.** By Sir EDWARD B. POULTON. (1s. net. Watts.)

[3] **Evolution and its Modern Critics.** By Prof. A. MORLEY DAVIES. (7s. 6d. net. Murby.)

[4] **The Chromosomes.** By M. J. D. WHITE. (3s. 6d. net. Methuen)

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(*Continued from page 267*)

of organisms, in some the chromosomes have behaved in one way, in others in another. The author shows that while the origin of incipient species is independent of natural selection, this " sieve " is an important factor in the evolution of differences between the new form and the original.

The phenomena of inheritance, which may be summarized as " Mendelian Laws," exhibit so close a correspondence with those that take place among the chromosomes of sex-cells undergoing division, that breeders have now a considerable degree of control in their endeavours to produce new and improved forms of plants and animals. The object of Mr. Lawrence's book [5] is to tell the practical breeder what precautions to take and what mistakes to avoid in the arrangement of matings. Chance is inevitable, but the application of the information given should reduce to a minimum the wastage that is inseparable from empirical methods, and should greatly increase the prospects of success.

[5] **Practical Plant Breeding.** By W. J. C. LAWRENCE. (5s. 6d. net. Allen & Unwin.)

PERSONAL PARAGRAPHS

MR. FREDERICK JAMES GOULD, who died on April 6, was widely known in the educational world for his long and active work as a writer and speaker on literary and educational subjects. Born in 1855, he became a choir-boy at St. George's Chapel, Windsor Castle. He later taught at Chenies and was also an active Church worker. Then he abandoned orthodoxy, and in his own words, " migrated to London and endured sixteen years' misery as an assistant master in London Board schools," having during one year more than 100 in his class. He became an active supporter of the Ethical Society and the Rationalist Press and in 1896 was appointed Secretary to the Leicester Secular Society, and later a Lecturer for the Moral Education League. His interest in international affairs led him to work for the League of Nations shortly after the death of his son in action near Arras in 1917. He attended numerous conferences and wrote volumes for young readers, which had a wide circulation. Latterly he was Editor of the League News for the L.N.U. and only retired from this office last month. Mr. Gould was a sincere believer in a secular system of education and gave himself with almost religious fervour to the promotion of non-credal moral training.

* * *

MRS. E. V. PARKER, of West Ham, elected President of the National Union of Teachers at the Easter Conference, is the fifth woman to occupy the Presidential Chair of the Union since its formation in 1870. Mrs. Parker has served on the Burnham Elementary Committee on Teachers' Salaries since 1929 and is a member of the Grading Sub-Committee, which in 1936 helped to bring about the abolition of the lowest salary scale for elementary teachers then in force. She has for many years taken a prominent part in the movement to secure more nursery schools, and nursery classes in infants' schools, and has devoted much of her time to juvenile welfare organization. She is a member of the Ministry of Labour's London Regional Committee for Juvenile Employment and of the administrative committee of the Juvenile Organizations Committee of the Board of Education. Her activities in West Ham have centred round the Education Committee, of which she has been a member for seven years. She is also a Governor of West Ham Secondary School.

* * *

IT is not generally known that Edgar Jepson, the popular novelist, who died on April 11 at the age of 74, started life as an assistant master. The son of a dentist, he was educated at Leamington College and Balliol. On leaving Oxford he became an assistant at Harrison College, Barbados. In his reminiscences he relates that he learnt there to play an excellent hand at bridge and poker as there were few other distractions for the staff. He returned to London in 1894 where he did a certain amount of tutoring while writing his first novels, *Sybil Falcon*, in the style of Stevenson, and *The Passion for Romance*. These made no great stir, but after the issue of *The Lady Noggs* and *Polyooly*, he found a vein of paying ore which he worked conscientiously for years, varying the incidents but never the type of story. His output must have exceeded fifty novels. He will be much missed at the Savage Club.

* * *

WITH the passing of Sir Henry Newbolt, a notable figure is removed from English literary life. Born at Bilston, in 1862, he went to Clifton where he was a contemporary of Quiller-Couch and F. S. Boas under that great head master, Percival. Graduating from Corpus Christi, Oxford, he was called to the Bar in 1887, but gradually turned over to literature. The well-known verses " Admirals All " and " Drake's Drum " appeared in his first volume of poetry in 1897. He followed this with a number of romances, and then became Editor of the *Monthly Review*. His study of Nelson's tactics in *The Year of Trafalgar* (1905) showed his gifts as a naval historian and eventually led to his completing the official *Naval History of the Great War*. He could indeed write on imperialist and military matters with singular facility, as witness his excellent *Story of the Oxfordshire and Buckinghamshire Light Infantry*. His best work was done as an editor and several of his collections of English verse and prose had large circulations. He was a keen advocate of the humanistic study of English in our schools and largely influenced the Board of Education's Report on the Teaching of English (1922).

* * *

THE Governors of Worcester College, the public school for blind boys, have appointed Mr. B. O. Bradnack, M.C. to be Head Master in succession to Mr. G. C. Brown, who is retiring at the end of the summer term. Mr. Bradnack, who was educated at Repton and Brazenose, is at present assistant master at Dean Close School, Cheltenham. He is an old boy of Repton School and a Junior Hulme Exhibitioner of Brazenose College, Oxford. He graduated with a second class in Hons. History in 1922 and has been at Dean Close since September, 1923.

ONLOOKER.

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CORRESPONDENCE

HIGHER CIVIL SERVICE

I notice with interest your comment in the March issue on the correspondence in *The Times* on the new Civil Servant. *The Times* rather questions the type of training which is nowadays expected from the examinee. It regrets a little the tendency to rely less on pure classical and academic training.

Surely the change to which I have alluded is in the interests of the country as well as of Civil Servants themselves.

Civil Servants have so extensively nowadays to deal with what I may call practical legislation that they must have a direct knowledge of industry and trade, money, banking, exchange and public finance. All that will happen surely will be that candidates will adapt themselves to the requirements of the examiners, and I do not quite see why the " whole system of competitive examination for higher appointments " need break down.

CHARLES WATNEY.

General Civil Service Confederation.

The correspondent in *The Times* did not express regret that Civil Service examinations should become " less academic and more practical." A difficulty arises in examining in such subjects as modern economics because these subjects raise controversial questions and examiners may be biased by their own views. Further, as the range of subjects is widened, the difficulty of assessing comparative merit by a total of marks is increased. " Direct " knowledge of industry and trade &c., can be derived only from actual experience and not in University lecture rooms.

THE WRITER OF THE NOTE.

GERMANY AND GREAT BRITAIN

With great interest I have read the article on Camps by Miss Margaret Frazier in the February issue of your paper. Such articles certainly help to remove misunderstandings and to create a better feeling between both our nations. The more we learn to know each other the better we will understand each other.

Therefore exchange of views either by letters or better still by visits is so essential nowadays.

In spite of many differences the English and the Germans have still more in common and, therefore, they ought to come to an understanding soon.

Germany is keen on friendship with Great Britain. During my frequent stays in England I have found nothing but the kindest hospitality and also much help and understanding for my work to promote friendship between both our nations. Friendship between Great Britain and Germany would also be the best safeguard for European peace.

BARONESSE VON DER GOLTZ.

Rogzow über Belgard-Ders.
Dommern, den.

THE TRAINING OF TEACHERS

I have been much interested in your article " The Training of Teachers " in the March number of *The Journal of Education*. It is interesting to know that the necessity for training in teaching is becoming more and more recognized.

Your words " Those responsible for theory, method and practice, must never forget that if children are bored and unsatisfied the fault is the teacher's and not theirs. Theories of discipline must ever hold the child as the centre ; emphasis must continually be laid not on the teacher but on the taught. . . . And respect for the child's spiritual freedom must ever be paramount " —sum up the attitude of Charlotte Mason who founded this Training College for teachers in 1892.

The training given to the students in residence here has always been based on these principles, and, therefore, it is most encouraging to us to find that the value of Charlotte Mason's ideas is now becoming more generally recognized.

J. VAN STRAUBENZEE.

Principal, Charlotte Mason College,
Ambleside.

CORRECTION OF HOME WORK

Mr. Jenkyn Thomas's letters are full of valuable hints even to experienced teachers. But in his April instalment he does not make it clear how he advises home work to be corrected. Who has not seen in the streets of any large town an assistant master, and more often an assistant mistress, toiling to train or bus with a heavy parcel of exercise books ? This often indicates the burning of midnight oil. Is all this hard labour a wasted effort ? It may be if each mistake is carefully corrected by the teacher and the book merely handed back to the pupil. Many an experienced teacher will assert that the only effective way of correction is to do it in the pupil's presence with the requisite praise or blame. And the correction should be a simple underlining and the pupil should himself correct his work and show it up again.

With a class of thirty it is difficult to find time to correct Latin or French proses one by one and at the same time to keep the class profitably employed. But it can be done and the effort is repaid tenfold by the progress made by the class. Every examiner of School Certificate or Matriculation proses or free compositions knows what terrible rubbish he has to plough through in too many instances. And this is the section of the paper that is, quite rightly, marked highest. This would not happen so frequently if the pupils had been taught to do a little well rather than a greater amount which has been insufficiently understood. This is the chief argument for the limitation of numbers.

Even the correction of English essays which have to be corrected out of class hours should be done only by underlining. The pupils should have to make their own corrections and additions and show them up a second time.

VETERAN.

CORRESPONDENCE EXCHANGE

A recent attempt of the Anglo-German Academic Bureau to give publicity to the fact that there are many hundreds of boys and girls all over Germany wishing to enter into a correspondence exchange with English " pen friends " has proved such a remarkable success that the two under-signed organizations are encouraged to make

(Continued on page 278)

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a similar effort on behalf of the Anglo-German pupils' exchange. Owing partly to a universal desire among young Germans to get in touch with English boys and girls and to visit England, and partly to the prominence of the English language in German higher schools since Easter, 1937, applications from German school-children of all ages and from all parts of Germany are being received in overwhelming numbers in comparison with English ones. We wonder, therefore, whether the advantages offered by such an exchange are known to parents and pupils in this country.

The children are received as members of the family in the other country so that there is at once a close and personal contact; for obvious reasons such exchanges are in most cases consecutive, but may be simultaneous, and it is recommended that only the language of the country visited be spoken. Tickets are issued at reduced rates and, apart from passport and pocket-money, practically no other expense need be incurred. The Modern Language Association receives the English applications, while the German ones are dealt with by the Anglo-German Academic Bureau. The pairing of partners is effected with great care by representatives of the two organizations, and these exchanges have been so successful during recent years that we are extremely anxious to secure the co-operation of both parents and teachers in extending them.

Yours faithfully,

G. WILMSEN,
Education Department,
Anglo-German Academic Bureau,
45 Russell Square, W.C. 1.

F. RENFIELD,
Modern Language Association,
5 Stone Buildings,
Lincoln's Inn, W.C. 2.

PRIZE COMPETITIONS

The winner of the April Competition is "Blackwing," *proxime accessit* "Château d'If."

The March Competition was won by Miss M. G. V. Naish, 85 Beaufort Mansions, Chelsea, S.W. 3.

We classify the thirty versions received as follows:

Class I.—Blackwing, Château d'If, Memus, H. S. W., Elfrida, Colva, Atlantis, Yesnaby, Martin.

Class II.—Tula, J. E. M., Ex Or, Yolanda, Silsden, G. E. F., Hibernia, D. A. A. P., Smaragd, Bubenberg, Lee Anderson, R. E.

Class III.—Fidelis, Borderer, Damon, Numéro, Old Trident, Duo, Dexter, Onyx, E. Hy.

MONDFABEL

BY OTTO STOESSL

Mond muss frieren bei der Nacht,
" Mutter hat kein Kleid gebracht,
Mutter soll mir eines nähen,
Dass ich unter Leute gehen,
Warm es haben kann bei Nacht."
" Keiner hat mir Zeug gebracht,
Soll ich Wollewolken fassen ?
Nie wird Dir ein Röckchen passen,
Heute bist Du kugelrund,
Morgen dünner, sichelschmal
Und bist manches liebe Mal
Gar in nichts vergangen.
Heute klein und morgen gross
Musst Du schon so nackt und bloss
Zwischen Erd und Himmel hangen."

TRANSLATED BY "BLACKWING"

Moon at night must frozen be,
" Mother's brought no frock for me,
Mother, sew me one I pray,
That with others I may stray,
Warm and snug at night may be ! "
" No-one has brought stuff for me,
Shall I woolly clouds make do ?
Never will a frock fit you,
Round to-day as any ball,
On the morrow sickle fine.
Then anon without a sign
You have vanished right away.
Small to-day, to-morrow great
With the spheres it is your fate
Naked thus to hang for aye."

TRANSLATED BY "CHATEAU D'IF"

Cold at night-time moon must be.
" Mother has no dress for me.
Mother must for me be sewing
That about the world when going
Warm at night-time I may be."
" No-one has the stuff for me.
Must I woolly clouds be catching ?
Dress there's none your figure matching,
Spherical in shape to-day,
Next day waning, crescent-small,
Oftentimes, no size at all,
Absolutely ended.
Daily changing magnitude
Must you hang then, bare and nude
'Twixt the sky and earth suspended."

TRANSLATED BY "MEMUS"

Müne maun freeze a' thro' the nicht.
" Mither has nae coat that's richt
Mither maun me claes be makin'
Syne 'mang fouk my wye I'm takin'
Keepin' cosy thro' the nicht."

" Gin I'd stuff tae mak, I micht.
Maun I fleecy clouds be snatchin' ?
Coat there's nane thy size for matchin'.
Roond the day as ony ba'
The morn a sickle, dwined awa'
An' on mony a weary day
As tho' life was ended.
Wee the day, syne big the morn,
Ye maun hang aye bare, forlorn
'Tween earth an' heaven suspended ! "

TRANSLATED BY "H. S. W."

Chill is the night for Luna. " Naught
For my wear has Mother brought ;
Clothes for me she should be sewing
That I might mid folks be going,
Keeping warm at night too." " Naught
For my stitching has been brought ;
Should I fleecy cloud-stuff knit thee ?
But a frock will never fit thee ;
To-morrow slimmer—sickle-shaped,
Though to-day just like a ball,
Oft not visible at all
Into nothing shrinking.

(*Continued on page 280*)

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Slender now—now grown in girth
E'en unclad 'twixt sky and earth
Thou must tarry—soaring, sinking.

The poem was simple but the Prize Editor's task was otherwise, for nobody seemed either outstandingly good or outstandingly bad. After much sifting, we chose the version by " Blackwing " as having something of the nursery-rhyme quality of the dialogue between earth and moon. It would be improved, however, by omitting the words *You have* in line 12, and thus keeping the short line. " Château d'If " produced an attractive translation, but we felt that words like *spherical* and *magnitude* gave a touch of pomposity not present in the German. The Scots version by " Memus " has the right touch, and might have been placed first if the second couplet had not failed to express the meaning of *dass ich . . . kann* (unless our knowledge of the Doric is at fault). " H. S. W. " can be relied upon to produce a close translation; this time we thought it a trifle stiff. " Elfrida " was very nearly good enough for printing, but her

Coat of fleecy cloud's de rigueur
But 'twould never suit your figure,

although amusing, was not very faithful to the original.

Actual misunderstandings were few. " E. Hy." and " Onyx " seemed muddled in places. " Dexter " misread *bloss* as *blass* and made the moon *pale with sorrow*. In verses for which he apologized " Duo " showed himself capable of doing much better,

Make me something for propriety
When I go into society.

was a delightful couplet, but the rest was not up to the same standard. Some of " Fidelis's " lines were good, others very weak.

" *Many and many a lovely night*," sang " Old Trident "; *liebe*, however, has no such meaning here, indeed it has very little meaning at all—about as much as *blessèd* in a phrase like *every blessèd time*. We may compare *den lieben langen Tag*, or in English *the livelong day*, which etymologically has nothing to do with the verb *to live*; it is the Old English *lief*. A phrase like *many a time and oft* (" D. A. A. P," " Atlantis ") or *time and time again* (" Elfrida ") met the case pretty well. There was, by the way, some disagreement about the moon's sex; most seemed to favour feminine, but " Silsden " said *his clothes* and " Damon " provided a *doublet and hosen* (to rhyme with *frozen*), which led him to a *jerkin* and a general flavour of Wardour Street.

Unter Leute refers, we suppose, to the people of the heavens and not to *mortals* (" Yesnaby ") or *the haunts of men* (" D. A. A. P "). " Colva " side-stepped the issue neatly by saying *warm and decent*, and leaving it at that.

Fidelity to the German two-syllable rhymes was better sacrificed, perhaps, in this poem; those who tried to retain them found it awkward, and some, " Bubenberg," for instance, rather spoiled their versions by the attempt.

A Prize of Two Guineas is offered for the best translation into English of the following passage from *Le Ultime Lettere di Jacopo Ortis*, by Ugo Foscolo. (Edizione Hoepli, Milano.)

17 marzo.

Da due mesi non ti do segno di vita, e tu ti se' sgomentato; e temi ch'io sia vinto oggimai dall'amore, da *dimenticarmi di te e della patria*. Fratel mio Lorenzo, tu conosci pur poco me e il cuore umano ed il tuo, se presumi che il desiderio di patria possa temperarsi mai, non che spegnersi; se credi che ceda ad altre passioni—ben irrita le altre passioni, e n'è più irritato; ed è pur vero, ed in questo hai detto pur bene! *L'amore in un'anima esulcerata, e dove le altre passioni sono disperate, riesce onnipotente*—e io lo provo: ma che riesca funesto, t'inganni; senza Teresa, io sarei forse oggi sotterra.

La Natura crea di propria autorità tali ingegni da non poter essere se non generosi; venti anni addietro sì fatti ingegni si rimanevano inerti ed assiderati nel sopore universale d'Italia; ma i tempi d'oggi hanno ridestato in essi le virili e natìe loro passioni; ed hanno acquistato tal tempra, che spezzarli puoi, piegarli non mai. E non è sentenza metafisica questa; la è verità che splende nella vita di molti antichi mortali gloriosamente infelici; verità di cui mi sono accertato convivendo fra molti nostri concittadini: e li compiango insieme e gli ammiro; da che, se Dio non ha pietà dell'Italia, dovranno chiudere nel loro secreto il desiderio di patria—funestissimo! perchè o strugge, o addolora tutta la vita; e nondimeno anzichè abbandonarlo, avranno cari i pericoli, e quell'angoscia, e la morte. Ed io mi sono uno di questi; e tu, mio Lorenzo.

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more than ONCE *during a given year, though the name of the competitor gaining a first prize will be published each month.*

All entries for this month's competition, which must be accompanied by the coupon printed on page 251, *must reach the office by the first post on June* 1, 1938, *addressed,* " PRIZE EDITOR," The Journal of Education, *Ludgate Broadway, E.C.* 4.

Prize Essay Competition

ENGLISH COMPOSITION

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Air Raid Precautions and the Schools

The international situation in 1938 is no more reassuring than it was a year ago. Indeed, the sudden disappearance of Austria has stimulated the problem of re-armament in Great Britain and, correspondingly, has led to an enhanced development of our services for Air Raid Precautions. In such preparations the schools cannot be ignored, and it is appropriate at this juncture to renew consideration of their position in this respect.

There is now scarcely any conflict of opinion on the advisability of taking precautions against air raids. The mournful toll of life in Barcelona, where Italian and German bombers have ruthlessly tried to smash the *moral* of the civilian population by bombing non-military objectives, is a reminder that modern warfare, as waged by the totalitarian States, is no respecter of persons. Schools and hospitals can no longer be guaranteed immunity. The pilot of the bomber plane, flying at the great height necessitated by the fire of the anti-aircraft guns, is content to release his bombs at random over the sprawling target of the city extended 10,000 to 15,000 ft. below him. He cannot see, and often does not care, where the bombs drop so long as they hit something.

In such circumstances, the Air Raid Precaution services must inevitably be as necessary as those of protection against fire. Schools are provided with fire extinguishers and hoses for defence against the normal risks of fire at any time. Similarly, they now need protection against the risks of sudden air raids at any time.

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The primary consideration must be the safety of the children.

The development of Air Raid Precautions for the schools will make demands not only on the children and the teachers, but also on the local authorities and the parents.

It is impossible to formulate in advance the exact part to be played by each of these respectively in the event of an outbreak of war involving this country. Much will depend on the warning given before hostilities commence, and whether any future war will follow prolonged diplomatic negotiations (or else, according to the new technique, will be waged without any formal declaration and based on a series of sudden and annihilating blows). Nevertheless, it is possible to lay down certain general principles governing the application of A.R.P. to the schools.

There is, for example, general agreement that school children should not undergo preparatory instruction in peace time. Such instruction may not have desirable psychological effects; hence, although children will be provided with respirators in the event of war, it is not at present recommended that they should be instructed in the use of respirators in schools. On the other hand, it is understood that the Government will eventually ask all parents to familiarize their children in the use of respirators, and it is to be hoped that this can be done without any suggestion of terrifying effects, and that the instruction can be given in as easy a way as say, lifebelt drill is given on board ship.

Neither is it suggested on the other hand that teachers should train themselves in the technical methods of air raid precautions, such as the extinction of fire or the decontamination of gassed areas. Obviously, these are matters which are best left to the trained personnel of the Air Raid Precautions Services. Nevertheless, it would clearly be appropriate for a number of teachers in each school to acquire some knowledge of first aid treatment, so that in the event of casualties among the children, through shell-fire or bombs or gas, immediate first aid can be given. Doubtless, some of the teaching staff will be asked to co-operate with local authorities in rendering selected rooms gas-proof, if not bomb-proof. But in these matters teachers will act as auxiliaries and not as if they must bear the sole responsibility for preparing and putting into effect the necessary precautions against air raids.

Local authorities will naturally have to consider what precautions should be taken to provide safety from gas or bombs in existing buildings as well as in all new buildings under construction. It is not yet clear whether these precautions should include shelter trenches, but they will certainly involve the provision of gas-proof basements and the treatment of windows and doors in selected rooms against bomb splinters.

The Board of Education has already indicated that the necessary cost of such provision will be considered for the purpose of grants-in-aid, and, doubtless, it will in due course issue detailed instructions for the guidance of administrators and school architects.

In any case, a big responsibility will lie on the local authorities and on the Board of Education to decide whether schools shall carry on normally in the event of air attack. There seems little doubt that, in congested areas, evacuation is the only solution which will satisfy both parents and administrators. Plans for such evacuation should be ready at an early date so as to avoid any suggestion of panic or of improvisation at the last moment. Where evacuation takes place, this will necessitate the setting up of new schools in comparatively safe areas, and here again, plans should be prepared to meet any such emergency. On the other hand, where the work of the schools can be carried on normally, this should be encouraged to avoid the disturbing effect that must follow the dislocation of the usual social services. The Executive Committee of the Association of Education Committees made the following pronouncement on this matter at its last meeting a month ago:

(1) That where the local authority is of the opinion that the safety of the children would best be served by such a course, the school service for that area should be suspended.

(2) That Air Raid Precautions in respect of schools should form part of the considered scheme of the local authority which is responsible for the general measures designed for the safety of that area, and should not be the subject of separate organization or separate administration by the local authority as such.

The policy defined in this pronouncement is both lucid and sensible. It lays the immediate responsibility for the closure of schools on the local authority, who will best know from first-hand knowledge of the conditions whether in the event of hostile air raids the schools can function normally. Extreme examples will show that closure and the evacuation of the pupils will be essential in some cases, and unnecessary in others. Thus the children in schools adjacent to the London docks or to the leading munitions factories or arsenals will have to be removed to safer areas in the event of war. On the other hand, the fortunate pupils in the country schools of the Lake District or Cornwall can continue with their lessons with no fear of danger from the air.

The view that A.R.P. for the schools should form part of the general scheme for the locality is also sound. The schools will be subject to the same danger as the rest of the community and should therefore share in the general organization of precautions.

When all is said, however, one cannot but fervently hope that none of these precautions may ever have to be applied. The last war saw a large scale extension of the terrors of warfare on sea, where previous to the advent of the submarine, the civilian sailor or passenger was in little peril of his life through enemy action. The air has now become an element of menace, and it must make the boldest pause to think that the skies too may come to inspire terror in young children. International conciliation is the greatest precaution that can be taken for their safety.

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OCCASIONAL NOTES

IN the world as it is to-day every encouragement should be given to the forces working for international peace. Among these, the Carnegie Endowment for International Peace is one of the most effective, and we therefore welcome Dr. Nicholas Murray Butler's Report for 1937 of the Division of Intercourse and Education. The very wide range of activities which it records is not confined to America, but every continent shares in the work, which is carried on through the agency of universities, schools, study groups and clubs. Dr. Butler remarks that an intelligent inhabitant of Mars, looking across space to see what is happening here, would receive an impression of an unbelievable incompetence and an unparalleled public immorality in regard to practically everything which relates to national and international life and relations. Declarations in favour of peace are accompanied by acts and policies the effect of which is to make prosperity and peace wholly impossible. He would see nations, once acclaimed as leaders of civilization, whose school children are daily instilled with the spirit of war, and a world in which military expenditure is three times as great as before 1914. On the other hand, an observer looking from Venus, a nearer planet, might find evidence that underneath these shocking surface-happenings there are forces slowly and quietly working towards a finer and a better goal. This Report sets forth what some of these forces are doing, and it is worthy of the attention of all men and women of goodwill.

International Peace.

CONSIDERABLE apprehension was aroused in London in consequence of the steps which the Education Committee of the London County Council proposed to take in order to provide for increasing educational requirements and new developments. The decline in the number of children on the roll has been accompanied not, as might have been hoped for, by a substantial reduction in the size of classes, but by a reduction in the establishment of teachers, and a severe curtailment of the number of new entrants. There is, states the Committee, a lack of fluidity, and some method must be found of encouraging transfer. As finally approved, and subject to review not later than June, 1940, new regulations provide that formal limitations on voluntary transfer are to be removed, voluntary transfers are to be encouraged, and in future all appointments of assistant teachers to the Council's elementary schools service are to be subject to the condition that the teachers may be employed in any elementary school in London or on the unattached staff at the discretion of the Council. These decisions are less drastic than the suggestions originally made, which foreshadowed compulsory transfer and the repeal of the seniority rule. The modifications which have been secured by the London Teachers Association will operate in the direction of placing the real cure for the difficulties mentioned in the hands of the teachers themselves. This is all to the good. Unless the scheme is worked reasonably, and with elasticity, the teachers will find themselves suffering from the disadvantages imposed on Civil Servants without participating in the corresponding advantages.

Mobility in London.

OXFORD UNIVERSITY established, or rather strengthened, its link with the South Wales Special Area, when the Vice-Chancellor, Dr. A. D. Lindsay, opened new premises for the Oxford House educational settlement at Risca. With help from various sources, including the Pilgrim Trust, a large house in the centre of the town has been purchased and reconditioned at a cost of £3,500. The settlement will serve a population with 4,000 unemployed. The Vice-Chancellor said that such settlements "bubbled with inventiveness" and encouraged a frame of mind enabling the people to meet their difficulties; and the Dean of Christ Church suggested that the settlement did not stand for the old-fashioned idea of teaching "but of learning together, playing together, and knowing one another better." This new conception of education is healthy and inevitable.

Oxford Settlement.

THE question of subsidizing professional training has been discussed by the London Education Committee. No definite conclusions were reached, for the difficulties are formidable. In a democratic society, all careers should be open to talent. The scholarship system in London was established with enthusiasm. This leads as a rule to the universities but the numbers benefiting are not impressive. Colleges such as the Birkbeck College and the London School of Economics offer facilities for part-time training, but the strain on students is serious. Accountancy and nursing are important professions in London, and their portals should be open without serious impediment. Commissions in the services, especially the Army and Air Force, should be available on reasonable terms to well-educated London boys. Other professions such as medicine, dentistry and law are more exclusive to impoverished aspirants. It is a good thing, however, that the problem has been stated and sympathetically discussed.

Professional Training.

THE annual congress of the National Union of Students was held this year at Nottingham. A resolution was adopted urging the extension of free education on democratic principles. Compulsory lectures were condemned, Mr. R. Nunn, the Secretary, stigmatizing lectures as a damnable institution, and questioning the legality of compulsory lectures. This is an old grievance among university students. Dr. Johnson was not in favour of lectures, except when accompanied by

University Students.

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experiments and demonstrations, as in the teaching of science and mathematics. In other subjects, if the living voice is desirable, it could be reproduced. Professorial teaching was originally a cheap substitute for the private tuition of the pupil by the master. Lectures tend to induce a passive attitude toward learning. One report presented to the congress suggested that lectures should be replaced by discussions. We hope that some practical reform will result from this discussion.

THE traditional bespectacled beer-drinking German student is to become extinct under Nazi regulations for the universities. Only 21,400 students are to be enrolled, and these must be certified as to "character and political reliability." Only 10 per cent of girl students are to be allowed to matriculate. Physical training will be compulsory under an ordered scheme leading to an official decoration. At the end of each semester the student must qualify in the sports examination. The whirligig of time brings in its revenges. Our public schools and universities have been derided at home and abroad for their enthusiasm for athletics. The Germany which Lord Haldane and others recommended us to copy has undergone some surprising changes since the War. But no one foresaw that Germany would set up new standards of physical education.

German Universities.

THE Report of the Central Modern Languages Committee of the Educational Institute of Scotland on "The Marking of Leaving Certificate Papers in French" has now been issued in pamphlet form and consists of a candidate's worked papers with explanatory notes showing how the marking has been done. The method used is a combination of "impression" marking and "mechanical" marking, a first mark being given after the exercise has been read through and mistakes underlined, and a second after marks have been deducted on a prescribed basis from a previously settled maximum. The two marks are then compared and the final mark awarded. The Report admits that the elements being judged are incapable of completely satisfactory mathematical assessment and a perusal of the scheme certainly reveals an amount of vagueness which is disconcerting. We are told, for example, that a free composition containing *about* fifteen *serious* mistakes in grammar should not score *more than* half marks. The italics are ours and indicate how far from precise the directions are.

The Marking of French Papers:

IN the marking of the French to English passages, there are many deductions which would certainly not meet with general assent; for example, the candidate because he writes "like" for "as" loses one mark out of twenty-five given to the passage, while the translation of "*ces*" by "her" is penalized by the loss of only half a mark. In fact, the report might well be considered as additional evidence of the unsatisfactoriness of "destructive" marking. A fairer result is obtained by awarding marks for what is correct than by deducting marks for what is incorrect, and the "destructive" method as used here is particularly open to objection on account of the seemingly arbitrary conclusions reached as to the comparative gravity of different errors. One verdict appears particularly interesting (and questionable). The candidate suffers the maximum deduction, reserved for "gross blunders," because he uses "pens" instead of "feathers" in translating "*plumes*" referring to a bird in a poem. "Inexplicable thoughtlessness" writes the examiner, but have we not in one of the best-known solos in Haydn's "Creation," "On mighty pens the eagle soars"? *Perhaps* the candidate knew this and thought he was really scoring in using his knowledge here!

The 'Destructive' Method.

ON April 6 the House of Commons, at the instance of the Member for Blackpool, "called upon the Minister of Labour and the President of the Board of Education to consult together with a view to eliminating present obstacles to the spread-over of holidays." Figures were given showing the congestion on the railways and at holiday resorts during August, and the House was told that the National Union of Teachers was not opposed to the spread-over of school holidays, but that in its view it was for the local education authorities to decide when the school holidays should take place, and that once that decision was made the teachers would co-operate loyally and willingly. This scarcely needed stating. The difficulty is to find a workable scheme. Suggestions made during the debate included the changing of the scholastic year to coincide with the calendar year, and Eton and Harrow were called upon to set the example. Lady Astor considered that the country should be divided into large areas as to work a division in "small driblets" would be very difficult especially from the educational point of view. On the other hand, Miss Clarke, the Head Mistress of Manchester High School for Girls, in a letter to the Press a few days earlier had expressed the view that such a division would "probably create more difficulties than it would solve," and had favoured the organization of holidays for large schools in two or more shifts. Miss Clarke acknowledges that considerable organization would be required to achieve this, and it appears to us that it would be quite impossible for a school to function efficiently in such conditions. There is, however, no doubt that the problem of accommodating holiday-makers in August is becoming more and more difficult and all suggestions should be carefully considered.

The Spread-over of School Holidays.

SPEAKING in Glasgow under the auspices of the Scottish Association for Mental Welfare, Dr. Harrowes stressed the importance of the work at the adolescent stage. Of all the terms used to describe adolescent behaviour, rebelliousness was one of the commonest. Usually, when an example was presented for clinical treatment an angry parent would say, "He won't do what he is told." Parents often attempted to impose on their adolescent children restrictions which they themselves would not tolerate for a moment

Mental Hygiene and the Adolescent.

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—restrictions which had no meaning save that they were an attempt to preserve a mastery flattering to their own vanity. This accounted for rows about latch-keys, and explained the quasi-pathetic parent sitting up for the daughter out at a dance. The tendency to pompousness, insincerity, sermonizing and humbug is one which many adults seem unable to resist when talking to adolescents. Standards are often held up to adolescents by adults who have no intention of subscribing to them themselves. True realism in the adolescent, Dr. Harrowes argued, could only be maintained by the realistic example of life set to him by his elders, for it was only in that way that the adolescent could be given a chance to build up a workable philosophy of life for himself.

Children's Preferences and Dislikes.

AT a recent meeting of the British Psychological Society held in St. Andrews, Dr. H. Pallister submitted an analysis from the Labour Exchange forms in Dundee regarding the interests and occupational wishes of school leavers. She found that sport was the main interest of both boys and girls. The next most popular for boys was cycling, and for girls sewing. Reading had a higher percentage among the girls, but they did not know what kind of literature was preferred. The only definite intellectual interests were music and art ; but they were very much in the minority. Why this lack of interest in intellectual subjects like mathematics and English she asked. The probable reason is that the child is drilled in abstract aspects of these subjects at an early age. For example, great importance is attached to neatness and accuracy in arithmetic, and it is this enforced accuracy that tends to kill interest. Constant attention to the faults destroyed the pleasure. Another important factor determining a child's dislike of intellectual subjects, it was suggested, was the atomistic way in which he was taught. In arithmetic he learned to add, subtract and multiply all as isolated units. The various processes were acquired in an abstract way and had therefore no practical application. As a consequence, they seldom became synthesized into a meaningful whole.

Criticism of Examinations.

THE place of examination in the educational system was discussed by Dr. William Boyd, Lecturer in Education at Glasgow University, at a recent meeting of the Modern Education Club. Modern education, he said, turned around two new ideas. One was the attempt to be exact and to measure whenever efforts could be measured, and the other was to emphasize personality. The examination in spite of its faults served a valuable purpose, and if it were removed from the system something would have to be found to take its place as a measure of efficiency. One of its greatest weaknesses had been demonstrated by the fact that an examiner never marked a paper twice and obtained the same marks, and two examiners never got exactly the same result. But some guarantee of efficiency was necessary, and a much higher level could be reached by more modern methods. "Restrict examinations," he urged, "to those elements in learning which are really measurable, and do not pretend to measure things of the spirit like literature and religion." He wanted the people concerned to develop an "examination science" so as to ensure the maximum degree of efficiency in the methods, but the real efficiency of schooling, he maintained, depended upon the character of the teachers. If good teachers were obtained the examination would sink to its proper place.

Carnarvonshire and the School-Leaving Age.

CARNARVONSHIRE was one of the pioneers not only in the provision of schools built and equipped for the education of senior children, but also in the raising of the school-leaving age to 15 by bye-law. About thirty years ago, the Carnarvonshire Education Authority built its first higher elementary schools with excellent handicraft rooms and laboratories, whilst at the same time maintaining an excellent system of secondary schools. In the matter of the school-leaving age, it was one of the very small band of authorities which ventured to attempt to deal with a problem the complexities of which were then but little known ; nowadays, when legislative sanction has come about, there is a wealth of experience, information and advice to be drawn upon—but the problem is still of great complexity. Last year there were 528 applications for exemption ; 294 were granted. This may seem a high proportion, but Carnarvonshire has always considered these applications primarily from the points of view of the welfare of the child and its future career, and has made grants up to three shillings a week, on an income scale, to encourage and assist parents to keep their children at school up to the maximum age. Under the Education Act of 1936, these maintenance allowances will have to be discontinued, and it will be interesting to see how far this factor will tend to increase the number of applications for exemptions, and the proportion of such applications which will be successful. Carnarvonshire is not a rich county even though slate-quarrying, which suffered a severe set-back for some years, has revived owing to building activity in recent years, but its educational policy has always been distinguished by qualities of initiative and courage.

Welsh Secondary Education.

THE Welsh Intermediate Education Act of 1889 resulted in so much excellent work for higher education and gained for Wales, for a long period, such pre-eminence in that field, that it has been regarded almost as sacrilege for any attempt to be made to amend schemes set up under that Act, and now unquestionably out of date. But Welsh local education authorities have been restive for many years, and isolated criticism has flared out from time to time only to die down at the frown of the protagonists of ancestor worship. In the days when the rate-aid from local education authorities was negligible, and local education authorities had not begun building the newer type of secondary school—the municipal secondary school type—the comparative independence of these intermediate

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schools was understandable. But under pressure of modern developments, especially in costs, the financial clauses of schemes are a farce, and the relatively small representation on governing bodies of local authorities, which supply by far the major part of the income of schools, is a reactionary negation of democratic control. The whole system, including the system of inspection by the Central Welsh Board, needs overhauling. Its influence is in the direction of maintaining the isolation of one class of school in the face of the clear necessity nowadays of integration and co-ordination of schools of various types within the educational system. But Wales will not lightly abandon its gods! It believes that "Those friends thou hast and their adoption tried, grapple them to thy heart with hoops of steel."

The Problems of Promotion.

A LEADER in the *Scottish Educational Journal* deals with the problems of promoting teachers and reminds us that allegations of nepotism and personal influence in the appointment of head teachers are not confined only to certain counties and boroughs in England and Wales. Apparently it is the practice in Angus for all candidates for promotion to be interviewed by the whole of the thirty-eight members of the Education Committee in session. One argument advanced in support of this practice is that it is impossible for every candidate to canvass all of the members. Canvassing—which really means soliciting support—is not only widespread but recognized as an accepted practice even in Edinburgh, where advertisements of vacancies include a mild reminder that candidates "may not call on members of the Committee except by invitation." The sooner Edinburgh and Scotland adopt the London system, the fairer and more dignified their procedure will be. In London, a promotion list is made on the advice of the inspectors, and London teachers will agree that this system is not only just but also efficient.

School Buildings.

THE last number of the *Middlesex Schools Gazette* (Vol. XIX, No. 3), besides providing among other things an imposing list of successes of former Middlesex pupils, gives an interesting account of two new schools recently opened. One is a secondary school at Pinner and the other a primary school at Uxendon Manor, Kenton. The photographs and descriptions of these buildings show impressively with what simplicity and adequacy they are planned. Both are "functional" buildings, and the elevations and lay-out conform strictly to the purpose for which the buildings are intended. We can say that in Middlesex, at any rate, the days are past when schools were designed as imposing and picturesque buildings in which all functions and activities were sacrificed for the sake of external appearance. The Kenton school looks particularly pleasing, however, with its long lines of rectangular windows, brick piers and flat roofs, but the site of four and a half acres seems needlessly small, though the available land in Middlesex is very costly.

Women and the Civil Service.

THE success of women in the recent examination for the Civil Service Administrative Class is remarkable. They have gained the record number of eight places. Such a result was not anticipated in 1925 when women were first allowed to compete. In the first year, a modest ration of three places was allotted to women. A correspondent in *The Times* gives information of the subjects selected by women candidates. "They have proved," he says, "that logic is no longer a male characteristic, for in this subject they were awarded respectively 74 and 88 per cent." Three women out of the eight received full marks for the personality test. This test now includes indications of "potential qualities of leadership." Let us hope that these qualities will find an outlet in the offices of Whitehall where the humdrum style is usually preferred—and generally adopted by those desiring rapid promotion. But it is gratifying that the Civil Service Commissioners no longer regard candidates as mere numbers.

Carnegie Trust Grants.

THE Earl of Elgin, when moving the annual report of the Carnegie United Kingdom Trustees, referred to a number of important experiments undertaken by the Trustees in Scotland. The Trustees have already provided two school hostels at Stornoway and two at Portree. They have now made a grant of £25,000 for the erection of a boys' hostel at Lerwick. A particularly interesting undertaking is the arrangement under which a sum not to exceed £10,000 is allocated to meet the cost of an inquiry into the connexion between the economic and social factors of physical welfare. The investigation is under the direction of Sir John Orr, of the Rowett Research Institute, the leading authority in this country in matters of nutrition. Lord Elgin emphasized the importance attached by the Trustees to the problem of youth services. He referred particularly to the dangerous period at the time when the discipline of school was removed and before the sense of responsibility had come as a steadying influence. With that crucial period in mind, the Trustees had made substantial grants during the year to the National Association of Boys' Clubs and the National Council of Girls' Clubs. They had also interested themselves in the Newbattle Abbey experiment where men, who had already taken their place in the world of industry, could enjoy the advantage of collegiate life and quiet study.

Child Psychology and Religion.

"RELIGION and morality, as understood by adults, have no meaning whatever in the experience of the child under 7". . . . "The religious education of the child under 7 is not a matter of instruction, but of influence." These statements form the underlying theme of a valuable pamphlet, "The Religious Education of Children Under the Age of Seven Years" (sixpence), recently issued by the Institute of Christian Education. It is the first of a series to be published as the report of a group of teachers, psychologists and

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clergy which has been meeting at intervals over a period of more than three years. Beginning, as it does, with a short outline of the general principles of child psychology, and founding upon them its conclusions as to the aims and methods of the religious education of young children, this pamphlet bears abundant witness to the rapid transformation which is taking place in the educational work of the Christian Churches. We welcome the note on which the pamphlet concludes: "Dogmas and doctrines are entirely out of place. . . . It is enough to present Jesus as the hero and companion, and to say that Jesus knew God better than any one else has ever known Him." We hope it will be widely read—by parents as well as teachers.

IF the political atmosphere is overcast, a ray of sunshine comes from a reception to celebrate the completion of ten years' work of the Anglo-German Academic Bureau, a branch of the Deutscher Akademischer Austauschdienst formed in 1924 to repair the breach in cultural relations between Germany and other countries due to the War. For its main work, the Bureau arranges the exchange of university students between the two countries. The numbers, though growing, are low. This no doubt is due to educational improvements in our own country. Two or three generations ago, British students were almost forced to go to Germany for facilities not offered in the home country. School journeys brought 1,104 pupils and seventy teachers from Germany to England in 1937 and about the same number in the reverse direction. If the two countries had known each other better, the War might not have occurred. "Mutual knowledge and understanding," to quote the words of General Ewald von Massow at the reception, is much needed at the present time.

Anglo-German Academic Bureau.

THE annual reunion of the Head Masters' Employment Committee, held at the Clothworkers' Hall, and attended by 300 of the public and secondary schoolboys for whom openings in business and industry were found, produced a striking address from Sir Wyndham Deedes. The present generation, he said, had made two great mistakes—first, its trust in material wealth and, secondly, its trust in man. Material wealth, now under destruction at an alarming rate, was a false basis for assessing national prosperity. There was nothing our country needed more than leadership—not the blind leadership of a dictator. Our natural tendency—and for this we should be grateful—is to place responsibility on a large number of shoulders. But the other tendency—to follow like sheep—is an insidious danger against which teachers should be alert. D. H. Lawrence said that the people coming out of a cinema looked like a cat that had swallowed a stuffed canary. Our children must be fed on real food if they are to develop independence of thought and action—leadership.

Head Masters' Employment Committee.

AN interesting correspondence has been published in *The Times* on school athletics. Mr. C. L. Chamberlin considers that the aim of school athletics should be all round development. The team spirit, as opposed to individual prowess, is encouraged by relay races. A danger results from excessive training, often inducing nervous overstrain. In international competitions, the United States and Japan are willing to make greater sacrifices in the way of training than our own country. Another correspondent, Lord Cholmondeley, raises the question of the best time of the year for annual sports. He deprecates the present practice of holding sports at the fag-end of the Easter term between the football and cricket seasons. There is at present in progress, as Captain Webster suggests, an "athletic renaissance which is unparalleled in the history of sport." Head masters, who in the past have shown opposition to gladiatorial contests, are now more favourable to athletic progress, and the importance of "coaching" is receiving wider recognition.

School Athletics.

BOTH Lord Horder, the guest, and Dr. Buchan, the chairman, were in good form at the luncheon of the Health and Cleanliness Council at the Holborn Restaurant. Proposing the health of the Council, Lord Horder said that "self-expression" did not induce habits of cleanliness in children but children liked cleanliness and with training it became almost natural. The Council is a propagandist body working under the slogan, "Where there's dirt, there's danger." Publications are distributed in almost astronomical numbers. Dr. Buchan reminded the company that until the time of Queen Elizabeth people scraped themselves clean. Soap was a new invention in that golden age. It started a formidable list of cleaning aids. Cleanliness may be next to godliness but is certainly more expensive. The Council wish to reduce the housewife's drudgery by encouraging the use of labour-saving devices.

Health and Cleanliness:

THE Health and Cleanliness Council is composed of representatives of public health authorities, education committees, National Health Insurance committees and some of the larger voluntary organizations. Its expenditure is justified in reduced sickness. But there is another aspect. Cleanliness has an aesthetic value. A sense of well-being is promoted by cleanliness, especially when combined with exercise as in swimming. In addition to personal cleanliness, there are domestic and civic aspects. Typhus and enteric have been banished largely through improved sanitation and sanitary cleanliness. A high standard of cleanliness in homes, in schools, in towns, can be achieved only by constant vigilance. In schools especially, great attention must be given to the cleanliness of food, its protection from dust, dirt and flies, the disposal of refuse, and extermination of vermin.

Its Aesthetic Value.

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Royal Drawing Society.

THE annual exhibition of the Royal Drawing Society was held as usual at the Guildhall Art Gallery. This year, both the President, Princess Louise, and the Founder, Mr. T. A. Ablett, are celebrating their ninetieth birthday. They must derive satisfaction from the world-wide repute of the Society's work. What a revolution has taken place since the teaching of art in schools consisted of freehand and model drawing, perhaps perspective and very occasionally clay modelling! The Ablett method encourages natural and direct expression in all forms of art. Not only observation but also imagination are called into play. The display of poster designs shows that even utility is not neglected. The prizes awarded by the Society provide a wholesome stimulus. Some of the work, produced by young children, is amazing. We congratulate the Society on its progress during the past fifty years.

Junior Programs, Inc.

THE non-commercial, non-profit-making organization incorporated under the title of Junior Programs owes its inception to one of a group of mothers, members of a New Jersey Women's Club, who were distressed by the pre-occupation of their children with sensational and often undesirable films, the only public entertainment available for them in their own neighbourhood. The upshot was the formation of a group of travelling companies performing, in schools or hired halls, operas, plays and ballets suitable for audiences of children between the ages of 6 to 16. The marked success of this undertaking seemed to call for a further development —the linking-up of the entertainments with school work by the provision of material for related activities in science, art and handicraft. Teachers themselves asked for bibliographies, programme notes, biographies, scores and so on, to be used in advance in the class-room. In one solitary instance the authorities had, later, to confess that six weeks of intensive preparation had dulled the interest of the children in the actual performance, and that, after it, contrary to the usual experience, they had no suggestions of their own to offer for its improvement. This was, however, a conspicuous exception, seeming to point to an error of judgment on the part of an over-zealous and over-conscientious staff. By December, 1937, Junior Programs companies had played to over 500,000 children, and it is confidently expected that this season 1,000,000 more will have been reached in U.S.A. and Canada.

Health in Schools.

AN interesting interim report* has been issued, as the result of five years' inquiry, by the School Epidemics Committee of the Medical Research Council. Boarding schools are the only ones that come into the picture, and the data refer to 22,166 boys and 7,600 girls, mostly between 13 and 18. It appears that boys suffer twice as frequently as girls from middle-ear disease, two and a half times as frequently from pneumonia and eleven times as frequently from acute rheumatism —perhaps because of a stricter supervision of girls. But girls suffered more often from appendicitis than boys. The common cold was one of the most important causes of lost time. Including influenza, 53 per cent of all time lost was on account of minor respiratory diseases. The average time lost by a boy through illness is nearly five days in the Lent term, two and a half in the summer term and just over two in the Christmas term, which confirms the general impression that the first term in the year is the most dangerous time. Sickness rates tend to fall as pupils grow older, owing to "increasing herd immunity." One conclusion reached is that there is a tendency for children's tonsils to be removed as a routine prophylactic ritual for no particular reason and with no particular result. The report is a valuable one, and is deserving of the attention of all school authorities.

* Epidemics in Schools: An Analysis of the Data collected during the First Five Years of a Statistical Inquiry by the School Epidemics Committee of the Medical Research Council. H.M. Stationery Office. 4s. 6d.

Southern Ireland.

THE Government has anticipated the Easter debates by granting an increase of 5 per cent on national teachers' salaries. It is further provided, in order to reduce unemployment, that women teachers shall retire on pension at the age of 60 or after thirty-five years' service, whichever period is first completed. The Government, however, reserves the right to reconsider these concessions within three years if the general financial condition of the country requires it. There is naturally a good deal of dissatisfaction, but it is obviously wise to accept any part of the full demand which can be secured. The whole examination system for secondary schools is to be revised. The Department of Education has adopted the sensible plan of consulting all bodies representing secondary education. They will be asked to express their views on every aspect of the examination system, *e.g.* extent of courses, prescribed text-books, "higher" and "lower" courses, award of scholarships, &c. The schools will welcome the changed attitude of the Department which some years ago produced a new scheme without first seeking the advice of those engaged in teaching. The scheme was rejected by the schools and had to be withdrawn.

The Royal Society of Teachers.

THE Royal Society of Teachers has left its offices at Bedford Square which it has occupied for so long, and is now at Gordon House, Gordon Square, London, W.C. 1, the home of the Four Secondary Associations and many other educational bodies. To come more closely into contact with associations of teachers in this way would seem to be a good move. A certain amount of professional apathy has still to be overcome, and the existence of so many "unqualified practitioners" is still a very serious handicap to the securing of proper professional status. We hope that the inducements now being offered to young teachers to become registered will result in a considerable increase in membership.

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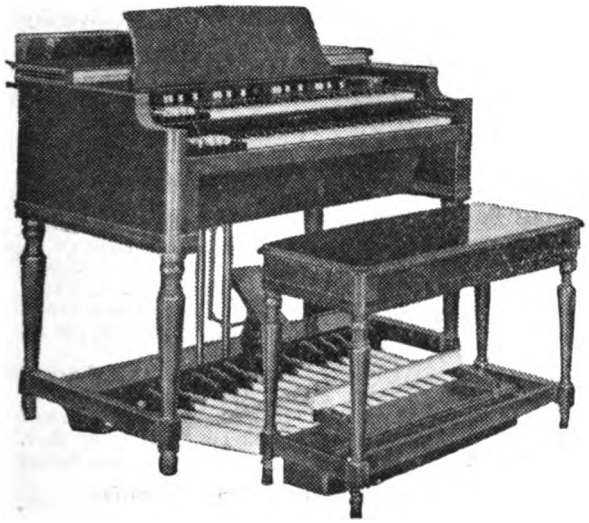

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FOREIGN AND DOMINION NOTES

GERMANY

Reduction in School Rolls

The building up of a state of war-preparedness in National Socialist Germany has necessarily increased the tendency to reduce the quantitative side of education; this factor had already become apparent since 1926, the peak year of the "prosperous" period of the Weimar Republic, owing to increasing economic difficulties, but is now intensified.

—in Prussia

Taking Prussia as an example, one finds that there were nearly 451,000 pupils in its secondary schools in 1926, while this figure had dropped in 1934 to 366,000—a decrease of about 10,000 per year; schools and classes also decreased from nearly 16,000 to under 14,000, or an average drop of 536 for each year from 1930 to 1934. This "wastage" is felt particularly keenly in the two top forms, of which only 31 were combined in 1930, whereas 352 were combined in 1935.

—in Berlin.

As an example of the decrease in individual towns, Berlin in 1928 had 828 schools of all kinds with about 372,000 pupils, and in 1936 there are 700 schools with 335,000 pupils.

Fewer Women at Universities.

Most noticeable perhaps of the results of the Nazi "Weltanschaung," is the attempt to relegate women to the simple duties of "Kinder, Küche, Kirche," by limiting the number of women in higher education; from 1911 to 1931 there was an increase of from 2,300 to 21,300, whereas in 1935 the number had fallen to 10,800.

Decrease in Library Use.

But the students who are left in the universities have less time (or inclination) for the academic life, as there has been a general decline in the use of German libraries—university libraries in particular; the numbers using them sank from 37,000 in 1932 to 23,000 in 1934 and, in addition, only 40 per cent of the matriculated students used them in 1934 as against 45 per cent in 1932. Throughout the Reich, all State school libraries are being re-examined in the light of National-Socialist principles; a basic list of the 120 books which must be included in every library is divided into the following sections: The Dawn of All Time; Nordic Heroes; German Battles; German Greatness in Martyrs and Leaders; the Memory of the World War; Unforgotten Colonies—Germans throughout the World; Youth marches into the New Germany; Books about Aviation.

School Libraries' "Basic List."

Length of School-course Reduced.

For some time now, the German school-course has been organized on a twelve- instead of a thirteen-year basis; six years are spent in the primary school and six years in the secondary school. This is to fulfil that part of the Four Year Plan which requires one year's military service, and is achieved by compressing the work of the two years previous to Matriculation into one year, and by finding room for five additional periods in every week. This is regarded as a temporary measure for the transition period, which is also provided for by the decisions of a convention—hitherto conducted only with the churches—between the Minister, the Nazi Party organization and the chief of the Labour Front early in 1937. These were that the latter should have power to create vocational schools, especially in rural areas unable formerly to possess such schools through lack of funds, and that the former shall be authorized to create *Aufbauschulen*, which are intended to enable country children to matriculate after the necessary twelve years.

Educational Responsibility of the Party and the Labour Front.

Reorganization of Secondary Schools.

In March of last year the Minister finally issued an ordinance concerning the regulations for the transition period, containing the principles of secondary education reorganization. A distinction is drawn between a principal type of secondary school and a special type, and in each town which possesses secondary schools the principal type should be represented at least once. Provision is made for two compulsory foreign languages which vary for boys' and for girls' secondary schools; English and Latin being taught in the former and English and French in the latter, but English in both cases being the primary language. The upper division of the secondary school for boys is divided into a language section and a mathematics-science section, and that for girls into a language section and a domestic-science section or not divided at all and comprising both branches. But most significant here is the fact that *the girls have no advanced mathematics-science course provided for them*, home-management, important as it is, and modern languages, being regarded as enough for them.

Old Types of Schools Amalgamated.

For the boys, the two sections of the upper division will satisfy the needs filled hitherto by the *Realgymnasium* and the *Oberrealschule* types, which now disappear. For the girls, the *Studienanstalt* of the *Realgymnasium* and the *Frauenoberschule* will be superseded by the alternative courses in the upper division.

Special Types of Secondary Schools.

The *Aufbauschule* and the *Gymnasium* represent the special types, the former usually being a boarding school for country children as mentioned above, and the latter a school with a classical course; Latin being the first language, Greek the second (as from the third class) and English the third, with no bifurcation in the upper division. Briefly, these special types will only be particular forms of the principal type without divisions in the upper classes.

Uniformity in Training Colleges.

In the name of "Gleichschaltung" the winter of 1937 saw eight new training colleges founded. All the provinces now have the same type of university institution for the training of teachers, with the exception of Thuringia and Brunswick, where the colleges have been attached and subordinated to the University or Higher Technical School until this year. According to the Minister's inauguration speech, the new colleges must not be considered as "camouflaged normal schools," nor as "second-rate universities," but as universities of the same standing as the others, giving future teachers the opportunity of acquiring knowledge well based on personal research. In other words, training colleges are to be party forcing-frames isolated from the humanizing effects of contact with the other faculties of the universities.

Decline or Renaissance of the West?

Without mentioning the similar "gleichgeschaltende" work of the *Hitlerjugend* and Labour Front, one may well wonder in view of these developments whether the Führer's words to the Reichstag in 1935 will be borne out: "Whoever lights the torch of war in Europe can wish for nothing but chaos. We, however, live in the firm conviction that in our time will be fulfilled, not the decline but the renaissance of the West. That Germany may make an imperishable contribution to this great work is our proud hope and our unshakable belief."

Received: *Internationale Zeitschrift für Erziehung; Informations Pédagogiques Internationale; Bulletin of the International Bureau of Education.*

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THE DAWN OF MANKIND

By E. N. FALLAIZE, B.A., formerly Hon. Secretary of the Royal Anthropological Institute

THE science of anthropology has been defined as the study of all that a man is and all that a man does —a definition that leaves little to be desired on the score of comprehensiveness, if somewhat vague in direction. Fortunately for the student, the limits of the study of early man are more precisely prescribed by the character of the evidence. The investigation of the origin and descent of man must rely on the date afforded by such skeletal remains of man as have survived from the geological epochs preceding recent times, together with such inferences as are to be drawn from the comparative study of man's bodily structure as a member of the animal kingdom, while of his early civilization no direct evidence survives save in the things he had made of enduring material, such as bone and stone.

Although from quite primitive times man would appear to have been deeply interested in himself and his origin, and from the beginnings of pictorial and written record to have noted differences in appearance and even of custom and character between himself and contiguous peoples or those with whom he came into contact, the science of anthropology as such, which is concerned with such matters, is of comparatively late origin. It may be said indeed to have first acquired coherence and direction with the publication of the Darwinian hypothesis in *The Origin of Species* and the later *Descent of Man*, more especially as elaborated and applied to man by T. H. Huxley. The evolutionary theories of Herbert Spencer were also of no little importance, but more particularly in cultural studies. An account of early writers on the various aspects of the study of man, which led up to the science, will be found in *A History of Anthropology*, by A. C. Haddon and A. Hingston Quiggin. A more elaborate study is *A Hundred Years of Anthropology*, by T. K. Penniman, especially valuable for its study of post-Darwinian development leading up to the specialization, which is a conspicuous feature in modern anthropological studies.

Penniman's book is also useful in that its various chapters serve as a conspectus of the wide range of subjects covered by the science as a whole—in fact from this point of view it might be regarded as an essential preliminary to the study of early man. In earlier and less sophisticated days when it was not impossible for a single individual to master without great difficulty the whole of the evidence relating to "savages" as well as early man, it was the practice, as will be found in Lord Avebury's once popular books, such as *Prehistoric Times*, and the like, to expound the general cultural status of early man, as well as the uses of his stone implements, by means of analogies drawn from the practices of modern backward peoples. Although the possible fallacies and pitfalls of this method, except when used with extreme reserve, are now apparent, it is essential that the student should appreciate the relation of the study of early man to other branches of anthropological study, and should know something of the mentality and general social atmosphere of backward communities, which must present some resemblance, however much modified by later cultural development, to that of the primitive human group. For this purpose Sir E. B. Tylor's *Anthropology*, though published more than fifty years ago, and his longer *Primitive Culture*, are still unrivalled as an introduction to anthropological modes of thought. Scarcely less admirable in its way is R. R. Marett's *Anthropology*, which contains chapters on ancient man, in the Home University Library.

To such essential prolegomena to the study of early man must be added some acquaintance with the principles and methods of geological studies and zoological classification. On the former, more especially on the geologists' study and classification of the strata of the earth's surface, the human palaeontologist and archaeologist must rely for their dating, both absolute and relative, by the geological time-scale in those periods of human pre-history before historic time begins to be recorded, when dealing with the human skeletal remains and artefacts of early man. Upon the methods of zoology the anthropologist depends not only for dealing with the various types of man, but also in determining man's place in the scale of the animal world, and more especially in relation to the great apes, upon comparative study of which depends the evidence for man's evolution. For this purpose, the excellent little volumes on geology and zoology in the Home University Library will be adequate.

Further, some knowledge is necessary of the geological and geographical conditions which prevailed in those geological epochs, in man which appears, as well as of the fauna, whether now extinct or still surviving, which was contemporary with him, a most important class of evidence. Here the introductory chapters of the more important works mentioned later will suffice; but for more detailed treatment the first two chapters of *The Cambridge Ancient History*, Vol. I, by J. L. Myres, are admirable, while the same writer's *Dawn of History* in the Home University Library is an excellent, if lighter, exposition of the geographical theme. *The Cambridge Ancient History*, it may be mentioned, has an excellent bibliography for those who wish to pursue a fascinating subject further.

The question of classification is one of considerable importance and, unfortunately, complexity. It is discussed in its simplest terms in A. A. Goldenweiser's *Anthropology* (1937), which apart from a chapter on the relationships of man as a member of the animal kingdom, is devoted to cultural anthropology only. The principles are discussed more technically though briefly in W. E. Le Gros Clark's *Early Forerunners of Man*, otherwise a book for advanced students.

The obvious superficial resemblances in form between

(Continued on page 298)

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man, apes, and monkeys, suggests a patent classification in a single group. This is confirmed by detailed morphological comparison, of which the results will be found in the work of Sir Arthur Keith and of the late Sir Grafton Elliot Smith on the development of the brains of apes and man. Of recent years, much attention has been given to the study of the behaviour of apes under experimental observation. The evidence to be deduced from this branch of study will be found analysed, discussed, and supplemented by original observations in S. Zuckerman's *Functional Affinities of Man, Monkeys, and Apes*, and *The Social Life of Monkeys and Apes*.

Phylogenetic classification of man (as opposed to taxonomic classification to which reference is made above), in other words, the study of the origin and descent of man raises the whole problem of evolution, with which it is not proposed to deal here, except in so far as man and his more immediate ancestors are concerned.

During the present century, but more especially since the Great War, a series of important discoveries relating to early man and more especially to the discovery of the skeletal remains of new and primitive types of early man have revolutionized this study. The first recognized primitive type, the Neanderthal skull, which was found in 1857—an earlier example was found at Gibraltar in 1848 but not recognized as such until comparatively recently—was for long regarded as abnormal, but after the discovery of the ape-man of Java, *Pithecanthropus erectus*, in 1891–94, of which the human character was also doubted, it was held for some time that a line of descent might be traced from Pithecanthropus to modern man as represented by the Australian through Neanderthal man. Later discoveries, Piltdown in 1912, Rhodesian man in 1921, the Lady of Lloyd's in 1925, and also Peking man in 1929 and 1936, have modified these views, and Neanderthal is now generally regarded as an offshoot from the main stem, which died out, while modern man, far more ancient than previously supposed, with the anthropoids, is traced back to a common ancestor through some form of man or precursor of man who must have existed in the Tertiary geological epoch.

All the early forms of man hitherto discovered, including the earliest types, to which characters forecasting the coming of modern man are attributed, belong to, at the earliest, the early phase of the Pleistocene, and possibly later, in the Quaternary epoch. The interpretation now accepted on the whole of the relations of the approximately contemporary Pithecanthropus, Piltdown, and Peking man supports this view. The possibility of a Tertiary ancestor for man has directed fresh attention to the study of the fossil apes of the Tertiary period, which have been found in France, Germany, Egypt, and in India, while the discovery of a form, Australopithecus, in South Africa in 1925 and 1936, approaching still more nearly the human than any previously known examples, as well as new species of fossil apes from India, seem at present to point in the same direction as the human evidence. Particulars of these early forms and types are weirdly and tersely set forth in the little guide to the exhibits illustrating human Palaeontology in the British Museum (Natural History); and the evidence is fully set out and discussed in the early chapters of E. A. Hooton's *Up from the Ape*, a book popular and unconventional in style, but sound in matter.

The whole question of the descent of man and the relation of fossil man to the anthropoid line of descent is discussed with admirable lucidity by Elliot Smith in his *Essays on the Evolution of Man* (ed. 2, 1927), in which he also examines the position of Piltdown man, a problem which has puzzled anthropologists, owing to the ape-like jaw found in combination with a skull and brain of essentially modern type. He also deals with the Lady of Lloyd's, a skull which he afterwards declared to be modern, but of a far earlier date than any modern skull previously known. He further reviews the evidence in the light of the discovery of Peking man in *In Search of Man's Ancestors*, a little book of which the importance is not to be gauged by its popular form. For an extended discussion of these problems with descriptions of the individual examples from fossil apes down to " modern " man, Sir Arthur Keith's *Antiquity of Man* and *Further Discoveries relating to the Antiquity of Man* (1931) may be consulted in detail. An excellent and lucid summary of the evidence will also be found in the first volume of *The Corridors of Time*, by H. J. E. Peake and H. J. Fleure, while W. J. Sollas's *Ancient Hunters* is especially valuable for his account of the men of the later palaeolithic period. Recently, much interest has been aroused by discoveries of early remains of man in East Africa, to which a chapter is devoted as well as to discoveries in other parts of Africa in L. S. B. Leakey's *Stone Age Man in Africa*.

Fresh discoveries of remains of early man are being made with disconcerting frequency, so that standard works of references are soon out of date. The latest discoveries of Peking man and important discoveries relating to ' modern ' man in Palestine have not yet reached the text-books. For announcements of such additions to knowledge a watch should be kept on the columns of *The Times* and *Nature*, where as a rule writers are careful to place new discoveries in true perspective.

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A MESSAGE TO "DUD" TEACHERS

FROM ONE OF THEM

I AM a " dud " teacher. No amount of training and experience will ever make me even a moderately good teacher. I shall never be natural and at ease in front of a class. Class-room technique will never become second nature to me, and spontaneity will always be absent from my teaching methods. I am the despair of my pupils, my colleagues and my supervisors, for I am one of those student teachers who is known as a " dud."

Once I was confident that I would make a teacher. I had then—and still have—high ideals of education, believing it one of the finest careers any man could choose, and I was keen to take a part in it. So with the help of a scholarship and a loan I went to college, gained a degree, and commenced the Teacher's Diploma Course.

It was then that I discovered my error. A few months of teaching practice soon showed me that the most ardent enthusiasm for education can never make up for complete lack of native ability as a teacher; and you cannot train what does not exist. I was a failure, a misfit who had no place in the teaching world. However hard I worked, however carefully I prepared my lessons and planned to enlist the co-operation of my classes; however much I tried to understand the young mind, and however conscientiously I tried to put into practice the wisdom of supervisors and lecturers—still my lessons misfired or petered out amid general indiscipline. It was not so much that I failed to keep order, however, as that I was unable to teach when I obtained it. The " old hands " gave me all the help and backing they could, and I was extremely sorry not to be able to repay their kindness by becoming a better teacher.

Those days of my teaching practice were some of the unhappiest I have ever known, for they were days of constant anxiety, embarrassment and self-reproach. Yet they were not wasted days. For they gave me a great respect for the powers and ideals of the man who devotes his life to teaching. Only those who have seen a class-room through a teacher's eyes can appreciate its drudgery, its dreary round of petty duties, its frequent disillusionments and yet the satisfaction it can give when a good job is well done.

Those days also taught me what folly it is for the " dud " teacher to stick to teaching. Retreat may be risky and almost impossible, but it is surely more honourable and wiser than to remain a valiant but inefficient, unwanted and, at bottom, unwilling member of the profession. No man is more pitiable than he who has mistaken his vocation, and who knows it, but who is no longer able to change his course. And there is surely no worse hell than the class-room of the " dud " teacher. I have watched such teachers, who, like myself, will never attain any real skill, and I have noticed how nervy they become, how uncertain their health and temper, what pains they take to conceal their sense of inferiority, how their career has crumbled away into futility; and I have determined at all costs to avoid such a fate.

So I made up my mind to change my course while I could. Already, at 22, it was getting late to embark on a new career. But, I thought, better to take that risk than to pledge myself to a lifetime of miserable struggle and failure; better to endure unemployment for a time than to join the swelling ranks of the misfits in life. Even were I compelled by contract or circumstances to teach for a time, I resolved to equip myself for more suitable work as quickly and thoroughly as possible. As it turned out, my failure in the Practical Examination for the Diploma aided me in keeping to my resolve, and I believe that my decision has been entirely justified for I am now fairly launched on a new career.

I am justified on other than personal grounds. Many promising young teachers who were at college with me are still searching for jobs—victims of the prevalent overcrowding. Hundreds of such live from week to week on temporary jobs and desultory tutoring, and yet there must be nearly as many posts held by incompetents, men who have no real vocation for teaching, men who have drifted into teaching because it seemed the easiest and most convenient way of earning a living. Barred to such as these, the profession need never be overcrowded, nor would it be said that teachers need regular " reconditioning."

The great difficulty is that of prediction. More must be done to find out whether the would-be teacher has real aptitude. Keenness is too often mistaken for ability. No one likes to tell the training college student that he is hopeless, and then it is usually too late. And so there is a constant flow of " duds " into the profession.

The extension of the practice of vocational guidance will help prevent mistaken choices on the part of school-leavers. But more than this is needed. The teaching profession itself should take more care in the selection of recruits. What is the use of allowing men and women to undergo training who have no native ability to train? Such negligence lowers professional standards and is an injustice to the trainees and to the children who will suffer under them.

If every would-be teacher to-day had to prove that his aspirations had some solid foundation by undergoing a preliminary period of probation—after the style of the old " pupil teacher " system—before being admitted to a training course, the " duds " would not be revealed too late, and head masters and directors of education would receive fewer but more suitable applications for vacancies. Such a scheme is not impracticable. It should not be difficult to arrange for school-leavers who desire to become teachers to be given a period of actual teaching experience, and it would be an invaluable, though not necessarily final, test of their suitability. At present, admission to training courses is disastrously easy.

(*Continued on page 302*)

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WHAT SHALL WE READ?

By W. H. CARHART, B.A., Wolverhampton School

IF the result of the teaching of English in our schools does not reach the standard desired, the fault can certainly not be attributed to lack of enterprise of publishers. Cynics might retort that if we acknowledge any failure, it might better be charged to the publishers' readiness to publish books of varying literary value which are adopted by the schools without a clear notion of their purpose. Among the five series represented here, one is quite new and it would perhaps be well to consider what contribution this new series is intended to make to the teaching of English.

The Silver Torch Series[1] has among its first six titles *A Nursery Rhyme Anthology* and *Lorna Doone*, the latter much abridged. The publisher is evidently casting his net wide. If children are to read nursery rhymes at school, it must be at an early age, but should they read such rhymes at school at any age? Are not nursery rhymes to be learned by continual repetition rather than by reading? If they are to be put into a book, should that book not be illustrated? Such questions give us pause. The use and abuse of nursery rhymes might prove a subject of an interesting essay which we have not the space to write now. The "Brer Rabbit" stories are here re-told, and the prose has little pretention to distinction. It may be objected that prose for children of the age for which the book is intended cannot be expected to possess distinction. But we cannot agree. Let children read for information when they reach an age at which they can learn from books, and certainly more learning from books can be done in schools.

Teachers proverbially talk too much. But unless a book is read for information, it should not be read in school at all unless it has literary quality. Robert Bridges spoke wisely and not without cause when he said: "There has been with respect to poetry a pestilent notion that the young should be gradually led up to excellence through lesser degrees of it. . . . This mistake rested on two shallow delusions; first that beauty must needs be fully apprehended before it can be felt or admired; secondly, that the young are unimaginative." This "pestilent notion," no more true of poetry than of other imaginative literature, is still with us. Nothing but the best is good enough for the little ones. By this standard we welcome Hawthorne's *Wonder Tales*, Dickens's *David Copperfield* and Blackmore in his masterpiece. The abridgment has been well done and some teachers may like to have the books shortened to this extent.

It is noteworthy that the contents of one of the books now added to the Teaching of English Series[2] is expressly labelled "for children." It is too often forgotten that most of what is read in schools was written for adults and furthermore for adults in mind as well as in years, and the fact that we offer such books to those of immature mind should make all teachers consider the use we intend to make of them. In his introduction to Sheridan's plays the editor writes, "Sheridan was sophisticated, that is, worldly-wise," and it is the most brilliant work of this worldly-wise writer that is here offered to the pupil. If Sheridan is to be read at all in schools, it should be in the sixth form, and this edition will be found fitted for such reading. Miss Rose Fyleman's six plays containing a mixture of realism, fairyland and magic are intended not only to be read but also to be acted by children, and suggestions for simple staging are given in the book.

The six "Laurel and Gold" books[3] included here provide another example of the difficulty of finding any guiding principle in the selection of books to be included in a series. We have a re-telling of the *Stories of King Arthur* with no mention of Malory and without a verse of Tennyson. How is such a book to be used? If used at all, it must be with the lower forms to the exclusion of first-hand (and first-class) material. Cannot the teacher give all that is needed of King Arthur, until Malory or Tennyson can be read? If time were limitless, even if there were not so very much to do in that part of it devoted to English, it might be well to read the King Arthur cycle in more forms than one, but we consider it difficult to justify in present circumstances; and what shall be said of French classics in English dress, including La Fontaine in prose renderings, and including scarcely any story which is not already read in our schools in the original tongue?

Two of the remainder are competent text-books, but neither deserving a crown of laurel or gold, and we are left with only two additions to which we may give hearty approval. Alfred Noyes's *Drake*, a grand poem for the young in heart, with an interesting introduction by Mr. Crosland; and Jane Austen's skit on Mrs. Radcliffe and her like in *Northanger Abbey*. The latter can be read and enjoyed even without an appreciation of Jane Austen's ironic purpose, but no doubt the sixth form at least will be led to appreciate it to the full. Perhaps the editor might have helped by giving a few extracts from Udolpho and other novels of what might be called the "romantic horrors" school of writing.

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(Continued on page 304)

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See also pages 249, 251 and 306

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See this paper for January, 1936

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* * *

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* * *

British Schoolboys to Tour Canada.—London, Birmingham, Bradford and Glasgow Education Authorities are organizing a tour in Canada for senior secondary school pupils. The tour is to occupy about twenty-eight days and is to include visits to Quebec, Montreal, Ottawa, Niagara Falls and a week-end in camp at Camp Kagawong near Toronto. Mr. W. H. Rhodes, of Bradford, founded the Trust under which the tour will be largely financed; last year he arranged a similar tour for Bradford schoolboys alone.

Besançon.—The French courses for foreigners are held during July, August and September, and consist of a general culture course in literature, history, geography, art, &c., and practical courses in phonetics, grammar, translation, commerce, &c. Examinations are held for the award of a Diplôme d'Études Françaises. Prospective students should apply to M. Seignier, Faculté des Lettres, Université, Besançon, France.

* * *

Bagnères-de-Bigorre.—The University of Toulouse announces its holiday courses for foreigners from July 15 to September 12. Elementary, intermediate and advanced French courses will be held; also a Spanish course. Excursions to the Pyrenees will be arranged. Apply for information to the Director, Prof. M. Rothschild, 12 Rue Monge, Paris V, or to the Secrétariat de la Faculté des Lettres de Toulouse, 4 Rue de l'Université, Toulouse, France.

* * *

Welsh Studies.—The Welsh Language Society's Summer School is to be held at Llandudno from August 8–20. In the general course of Welsh Studies, lectures on grammar, literature, history, and modern methods of teaching Welsh will be given and Welsh folk song demonstrations are being arranged. Instruction for those who desire to learn Welsh will be available. Special attention will be paid to the organization of Welsh studies in the educational system, and Welsh education authorities will grant scholarships to enable their teachers to attend. Copies of the prospectus may be obtained from Mr. J. E. Williams, 14 Mackintosh Road, Pontypridd.

(*Continued on page* 310)

The Journal of Education

for June, 1938, will contain,

amongst other important matters:

OPEN-AIR SCHOOLS OF NEW ZEALAND. By Mr. DONALD COWIE, Author of "New Zealand from Within."

SOME TIME-TABLE PROBLEMS AT THE SCHOOL CERTIFICATE EXAMINATIONS. By Mr. A. M. WALMSLEY, M.A., Northampton School.

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See March 1938 issue.

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National Conference on Commercial Education.—The fourth National Conference which is meeting at Brighton, June 10 to 12, under the presidency of Lord Luke of Pavenham, K.B.E., has proved so popular that the estimated number of bookings was exceeded within a fortnight or so of the "Preliminary Announcement." The "National" has acquired in a very short time an enviable reputation on account of the friendly spirit everywhere in evidence. This year there will be much to discuss. The list of chairmen and speakers includes Miss J. A. McClymont, J. Jamison, A. J. Favell, J. Cameron Smail, Sir Malcolm Robertson and C. Ellis. The Hon. Secretary is Mr. J. H. Bennetton, 100 Thurleigh Road, London, S.W.12.

* * *

British Parties to Study Roosevelt Experiments.—A second "New Deal" Study Tour is being organized by the English-Speaking Union. Last Easter, fourteen British teachers, business men and students, spent twenty-three days visiting interesting "New Deal" projects, and studying on the spot various current American problems. This year, two groups will cross the Atlantic in August to make similar studies. While many such tours have gone from Britain to European countries, notably the U.S.S.R., hitherto none, with the exception of that referred to above, has been arranged for the United States. This year's tour is intended to be objective, and special opportunities are being arranged for members to meet critics as well as supporters of the "New Deal." Further information may be obtained from the Travel Secretary, The English Speaking Union, 37 Charles Street, London, W. 1.

* * *

Perugia.—The usual courses from April to December in advanced culture, etruscology, Italian language, literature, political history and the history of art are announced again this year by the Royal Italian University for Foreigners. Examinations are held at the end of the session and certificates given for proficiency in etruscology and in the Italian language. Diplomas are awarded qualifying students to teach Italian abroad. Excursions to neighbouring cities of interest are arranged, and students are allowed free entrance to galleries, museums and libraries. Application should be made to the Segreteria della Regia Università Italiana per Stranieri, Palazzo Gallenga, Perugia, Italy.

* * *

Birmingham Diocesan Press Week, 1938.—To further the progress of Catholic reading, the Birmingham Branch of the Catholic Truth Society intends to hold an Exhibition of Catholic Literature in two suitable positions in the City, from June 13 to 18, inclusive.

Village Drama.—A new Playwriting Competition has been inaugurated by the Village Drama Section of the British Drama League in which it has been decided to award prizes to those original plays which are judged the best, not only in manuscript form, but also in performance. All manuscripts sent in will be read and graded, and those selected will be performed by a band of village players at a county centre; there adjudicated; the final results being announced at a later date. The following prizes are offered: I. Ten Guineas and publication; II. Five Guineas and publication; III. Three Guineas and publication. Plays submitted must not exceed forty minutes in playing, and must be suitable for performance on a village stage, and by village players. Originality in the setting of the play will be welcomed, but at the festival adjudication it may be found necessary to present all the plays in a curtain setting, in order to save time and expense. Rules and other particulars can be obtained from the British Drama League, 9 Fitzroy Square, London, W. 1.

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No. 826 MAY 2, 1938

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Reviews

Negro School Development

The Jeanes Teacher in the United States, 1908–1933 : an Account of Twenty-Five Years' Experience in the Supervision of Negro Rural Schools

By Dr. L. G. E. JONES. (11s. 6d. Chapel Hill : University of North Carolina Press. London : Oxford University Press.)

To the English reader taking up this book, the title *Jeanes Teacher* conveys little or nothing that is calculated to lure him on. Yet he may find it exceedingly interesting in a double sense—for the light it throws upon one of the obscure corners of civilization and school, and also upon the negro problem in the southern states of America. To his previous work on *Negro Schools in the Southern States* (1928) the author now adds the present volume, based upon a second tour spent also in first-hand study of the subject. His manifest enjoyment of his experience he succeeds in communicating in great measure to the reader.

He devotes himself fairly strictly to his chosen theme ; only, as he says, very lightly sketching in the larger social and historical issues which form the background to his study—life in the Old South, the civil war, the Yankee reconstruction and the artificial exaltation of the coloured people, the recovery of control by the southern whites and the course of events which, in spite of remarkable progress in recent years, has made the southern negro the most under-privileged group in the American republic.

The Jeanes Teachers take their name from Anna Jeanes, who, after some smaller benefactions, set aside in the year 1907 a million dollars to constitute a fund to be devoted to the improvement of education in the small negro schools. In brief, Mr. Lance Jones tells the story of the development, during the twenty-five years from 1908 to 1933, of a system of supervision of negro rural schools by the aid of the Jeanes Fund. Some remarkable personalities stand out in his narrative, but the most remarkable of them all is Virginia Randolph, a coloured woman, the first of the Jeanes supervising teachers, the able and utterly devoted pioneer of reform in rural education in the south. Her master principle, more fully developed later on, was that of educating the whole child in the light of his actual environment. How this principle was worked out may be gathered from this most interesting account. And the reader should find in that account lessons that may be applied nearer home.

Education and Politics

Democracy and its Rivals : an Introduction to Modern Political Theories

By C. LLOYD. (3s. 6d. Longmans.)

This Democracy

By J. YAHUDA. (5s. net. Pitman.)

The Good Society

By W. LIPPMAN. (10s. 6d. net. Allen & Unwin.)

A teacher who takes up a definite attitude toward politics naturally regards it as an obligation of honour to refrain from consciously influencing the pupils under his charge in the direction he favours. He may be unable to avoid a certain degree of unintentional influence, especially in the history lesson, just as he may be unable to avoid influence of another kind in the divinity lesson, for few people can help waxing enthusiastic about the things in which they ardently believe. But in any case, it is one thing to exert a one-sided influence, and quite a different thing to give, with studied impartiality, such explanations as will enable young people to use with some intelligence the vocabulary of the various " isms " and " ideologies " of which they read in the newspapers.

Some time ago, this *Journal* recommended to its readers a pamphlet in which the aims and methods of existing political parties were set forth in the words of the parties themselves at their latest conferences. Now comes Mr. C. Lloyd with a more elaborate attempt of a similar kind. His aim has been to provide his readers with the material for thinking out matters for themselves. He begins with a discussion of nationalism, imperialism and internationalism, then proceeds to unfold the meaning of democracy, and then to explain the " new gospels " of socialism, communism and fascism. Short bibliographies are given to assist the reader who wishes to go further. Mr. Lloyd has written a very informing book for the adolescent and the adult.

Mr. Yahuda's book is also meant as a contribution to educational literature, making direct appeal, not only to the general reader interested in politics and law, but especially to teachers, university students and the upper forms of secondary schools. But the author's object is not strictly expository. He has a message to deliver, and a case to argue, and he does it with the excellent advantage of a legal training. He pleads for a nationalism which is not incompatible with internationalism, for an imperialism founded on trust instead of exploitation. He is strong on the biological side, and argues strenuously against the idea of war as a means of biological improvement. His book is more controversial than Mr. Lloyd's, but it is a sound and safe book for the school or college library.

Mr. Lippman's book, though kindred as to subject matter, is in a different class, as those readers would expect who know his earlier work. He writes for the educated public at large, and not for teachers only, but his book is, we think, one to be reckoned with by English teachers. He writes clearly and vigorously, and if his style is somewhat repetitive and prolix, it is only because of his earnest desire to convince his readers. The totalitarian state, he insists, whether fascist or communist, means a denial of the inviolability of man, a denial that all men are persons and are not to be treated as things. Into his historical explanation of the origin of the present struggle between collectivism and liberalism—liberalism no longer wandering in the wilderness of *laissez-faire*—we have no space to enter. In all its forms, he concludes, collectivism, as a denial of elementary human rights, is really doomed. It is suitable for emergencies, but not as a permanent form of government. It means governing a country as if war-time conditions were always to prevail. Mr. Lippmann has again written a most stimulating book. It is throughout a reasoned statement of a case, it never descends to the cheapness of the party platform, and it is indeed educational in the best sense.

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Winifred Mercier

The Life of Winifred Mercier

By LYNDA GRIER. (10s. 6d. net. Oxford University Press)

The untimely death of Winifred Mercier in 1934 deprived England of a great educator; Miss Lynda Grier, helped by other friends of Miss Mercier, has now done all in her power to mitigate this loss by making her live again in the pages of this vivid and arresting biography. "This beautiful book," Prof. Dover Wilson calls it, in an introduction which it would be hard to over-praise, so moving is it in its affection and admiration for the noble woman of whom he writes, and so wise and understanding in appreciation of her special contribution to English education. What that was can best be summarized in his own words: "She planted the banner (of English freedom) on the very citadel of the State system, the college for the training of elementary school teachers." "The building of a bridge between Oxford and the elementary school, such was the meaning of her work." "I am not sure that the conversion of the Church, its acceptance from her of the new vision of primary education, . . . was not the greatest of her achievements."

The book itself gives a clear and full account of the stages in the accomplishment of these achievements. Two of these are stages of preparation; first, Miss Mercier's own education, at school, at the Maria Grey Training College, and at Somerville College, Oxford, the last only attained after hard struggles with poverty and ill health, and secondly, her experience as a teacher at St. George's School, Edinburgh, and the Manchester High School for Girls, and as lecturer at Girton College, Cambridge. The chapters describing these early stages give a vivid impression of "the electric vitality" and ardour of Miss Mercier's personality. They show her full of enthusiasm for all manner of causes, utterly unself-conscious, and absorbed in the work or play of the moment. Throughout this period, too, her keen interest in elementary education was developing, and the third stage of her life, when she became Vice-Principal of the Leeds Municipal Training College for Elementary Teachers, was not a side-track or a retrogression, as some of her more academic friends feared. She had always wanted to help in the training of elementary teachers, and rejoiced at the opportunity of work in the huge new College at Leeds, embarking upon it without any premonition of the difficulties ahead. The story of the famous "Battle at Leeds" is told in considerable detail, and this part of the book will be especially welcomed by the numerous people who deeply regretted the refusal of the Leeds City Council to publish the Report of the Board of Education inquiry into the resignation of Miss Mercier and nine women tutors. Only a great woman could have emerged from the strain of that inquiry as she did, with undaunted courage and magnanimity, without a trace of malice or bitterness. She may have lost the battle at Leeds, but she won the fight for freedom of the mind and freedom for the training colleges.

After a short interlude of work in the Universities of Leeds and Manchester, Miss Mercier entered on the final stage of her career, as Principal of Whitelands, the Church of England Training College at Chelsea. She found the old building utterly inadequate, and threw all her energies into plans for a new and beautiful college at Putney. So the new Whitelands arose, a real "college" in structure and equipment, in atmosphere and architectural beauty—a lasting memorial to its first Principal.

Miss Grier has done her work well. Her writing is impersonal but never remote, and her selection of matter is excellent. Moreover the book is a timely one. The training colleges are to-day passing through a period of intense criticism, and Miss Mercier's wisdom and vision and enthusiasm are badly needed. A careful reading of the whole book, and especially of the chapter on Educational Work and Policy, may suggest the attitude she would have taken toward the problems of to-day.

Greek Verse Translated

The Oxford Book of Greek Verse in Translation

Edited by T. F. HIGHAM and C. M. BOWRA. (8s. 6d. net. Oxford: Clarendon Press.)

When, some eight years ago, *The Oxford Book of Greek Verse* was published, it was justly welcomed as the best thing of its kind. It contained a multitude of "extracts," from Homer to Musaeus, and the selection had been made with fine taste. Yet to all, except good scholars, the book could scarcely be expected to appeal; hence arose a demand for a companion volume of English translations to accompany the Greek text. In the present volume the two accomplished editors have tried to satisfy that demand, and, on the whole, they have been successful. Where possible they have used existing translations; where no translations were available, or when none appeared suitable, they have made their own, or drawn upon their friends to supply the need.

All but a few of the renderings are in verse. Perhaps this was inevitable, though we are not convinced that verse—except from the hands of poets—is always a better medium than prose. Heresy it may be, but we prefer the Odyssey in "Butcher and Lang" to most of the versions offered here. When Dr. Mackail was translating the Anthology, he chose to use prose, not without some reason. Of course, if we can get pieces rendered by poets like Shelley or Tennyson or even Cowper, well and good; but most versifiers—even competent ones—tend to a certain flatness; gallant their attempts may be, but they rarely succeed in conveying to us the quality of the original. Rogers' rendering of Aristophanes is a notable exception.

Prose translations are in a different category, just because they *are* prose; and one does not expect too much of them. No frills, no paraphrases, no little bits of embroidery. However, other people think differently: we must leave it at that. If we may say so, we have rather too much Higham, Bowra and Marris in this book; and this, notwithstanding the fact that many of their versions are quite competent, if, at times, a trifle mechanical. We do not like to find some capable translators unrepresented: turn to the tragedians, and no example will be found of Lewis Campbell's rendering of Aeschylus, nor has Morshead's "House of Atreus" been laid under contribution. There are some attractive versions of epigrams from the Anthology—Andrew Lang's exquisite turning of the Heliodora lines being among the very best; and, naturally enough, Cory's inimitable rendering of the lovely lines in Callimachus finds

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a home in the volume. We find, too, several clever adaptations by the late Walter Leaf; but we fancy his rendering of Antipater of Sidon's "Ruins of Corinth" might have given place to something better. The Introductory Essay on Greek poetry in translation (by Mr. Higham) is an admirable piece of work, with just enough provocation in it to be pleasantly exciting. The notes are not very numerous, but they are just what the reader requires.

If we take the volume, by and large, we can say with all sincerity that it is a delectable thing—charming to read, delightful to handle.

Minor Notices

Art and Handicrafts

101 Things for the Handyman to do: a Book of Practical Directions

By A. C. HORTH. (5s. net. Batsford.)

No doubt there are certain men you envy at times, but the one who is aptly described as a handyman you surely envy most of the time. The man who can do things without always having recourse to the specialist has often made you feel out of things. Here in this book you may possibly find that doing things is not quite out of your reach, and if you aspire to becoming a handyman, this is the book for you. It deals with 101 things to do, and it tells you quite clearly how to do them. It is a very practical book, written by a man of long and valuable experience.

Everyday Art at School and Home; a Book for Children, Parents, Teachers and Students

By D. D. SAWER. Second Edition, Revised and Enlarged. (10s. 6d. net. Batsford.)

A hard but not a hopeless struggle is being maintained to save our country's natural beauty from being destroyed by the hands of men, and to redeem the creations of men from some of their ugliness. In our streets and shop-windows and railway stations there may be observed signs that as a nation we are beginning to care what manner of things our eyes habitually rest upon. The change is, we believe, largely due to the better teaching of art in our schools, and that better teaching is well exemplified by Miss Sawer's book which, notwithstanding its necessarily high price, is now in its second and enlarged edition. The author has taken the opportunity of adding an account of the use of paint rag as a tool in the craft of painting, and of inserting a number of additional illustrations. We hope the book will continue to exert its obviously beneficent influence.

Costume Design and Making: a Practical Handbook

By MARY FERNALD, in collaboration with EILEEN SHENTON. (6s. net. Black.)

As a practical guide to the making of period costumes for stage purposes, this book fills the bill remarkably well. Beginning with the costumes worn in the fifth century, it proceeds almost to the end of the nineteenth century. It is comprehensive without being cramped, and although one could have wished for more illustrations with the text, the diagrams pages 63 to 158, make ample compensation. These diagrams are of cutting-out patterns drawn to a given scale and complete with clear and definite explanatory text. For those who may be interested in amateur theatricals it would be difficult to find a more useful book at such a reasonable price.

Biography

Stories of Great Names

By C. WILLIAMS. With Notes by R. D. BINFIELD. (3s. net. Oxford University Press.)

Great Lives of Other Lands

By W. B. WHITE. (Great Lives of To-day: Second Series.) (2s. 6d. Methuen.)

Two books containing short biographies which will be welcomed by teachers who are looking for reading matter which is off the beaten track. The *Great Names* include Charlemagne, Voltaire and John Wesley; *Great Lives*, which is written in rather simpler English, deals, among others, with Charles Lindbergh, Paderewski and Henry Ford.

1. On the Roof of the World (Sam Pollard of China)

By A. G. CASTLETON.

2. Coolie Sahib (Tyndale-Biscoe of India)

By P. YATES.

3. Blind Eagle (Willie Jackson of Burma)

By S. SOWTON.

4. Where the Safe Ways End (Clifford Harris of Iran)

By R. W. HOWARD.

(Eagle Books, Nos. 9–12) (2d. each. Edinburgh House Press.)

This series, recently started, tells true stories of real people. The outstanding feature of the lives of these missionary workers is the miraculous courage and indomitable perseverance displayed equally by all four, but most appealing in the case of Willie Jackson, blind from the age of 2 onward.

Mightier than the Sword: Memories and Criticisms of Henry James, Joseph Conrad, Thomas Hardy, H. G. Wells, Stephen Crane, D. H. Lawrence, John Galsworthy, Ivan Turgenev, W. H. Hudson, Theodore Dreiser, Algernon Charles Swinburne

By F. MADOX FORD. (10s. 6d. net. Allen & Unwin.)

Mr. Ford has a wonderful store of memories on which to draw for his vivid and arresting sketches of these eleven great writers. They are all chosen because of their outstanding personalities and their influence on contemporary writers. Mr. Ford's memories cover a period of some fifty years. There is something very personal and convincing about the portraits he gives us of writers like Conrad, D. H. Lawrence and H. G. Wells; and his criticisms throughout give an impression of independence and impartiality. The book is written with great charm and with intimate knowledge of his subject, and is a valuable contribution to the study of modern literature.

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Economics

Hidden Treasure : Britain's Extractive Industries

By H. M. FINOLATER. ("The Nation's Livelihood" Books, No. I.) (2s. 6d. Pitman.)

The most attractive feature of this book is the thirty photographs with which it is illustrated, for they are novel, up to date, and beautifully reproduced. The text is inclined to be scrappy, and the explanations of technical processes are none too clear. There are six chapters on agricultural industries, two on quarrying, and one each on fishing and coal-mining.

Earning and Spending : an Introduction to Economics

By Mrs. H. A. L. FISHER. (2s. 6d. Collins.)

This is a revised version, entirely rewritten, of Mrs. Fisher's *Getting and Spending*, first published in 1922. It is clearly destined, in its new guise, for a prolonged career of usefulness to a large class of beginners in economics.

Now Be Your Own Boss

By T. A. LOWE. (7s. 6d. net. Longmans.)

The author of this interesting book might have chosen a title more indicative of its contents. It is a guide for the retired man or woman who wants to set up a lucrative business without necessarily keeping chickens or running a tea-shop. In thirty-four short and racy chapters (which read like attractive newspaper articles) it gives information, based on actual experience, about growing mushrooms, flowers, apples, and tomatoes, breeding mink, dogs, and silver foxes, making rugs, jam, photographs, and films, *et hoc genus omne*. Teachers who are approaching the pensionable age may well light on something to their advantage in this useful book.

Groundwork of Commerce

By H. L. JONES. Book II. (3s. 6d. Arnold.)

A capital text-book for second-year and third-year commercial students, on the same lines as Book I (noticed here in June, 1935). It is a model of methodical arrangement, for everything is tabulated and classified that admits of such treatment, and the explanations are clear and concise. The questions following each chapter are taken from recent papers set by the recognized public examining bodies.

A Citizen's Guide to Social Service

By J. Q. HENRIQUES. (10s. 6d. net. Allen & Unwin.)

It is common to-day to hear nothing but praise for the extension of State action in the sphere of social service, so it is all to the good that its limitations should be explained and that the need for supplementary voluntary effort should be emphasized. And that is what this competent and important book does. The author holds the now somewhat old-fashioned view that the business of the State is simply to make good the defects of voluntary effort and that independence of State aid is a thing to be encouraged. Yet he is in no sense a reactionary. While criticizing the inevitable defects of bureaucracy, he does full justice to its merits, and his criticism is never destructive, for he sets forth a definite programme for the co-ordination of public and voluntary effort in the spheres of welfare and relief. The book also gives a full account of existing services that should be of great value to students, social workers and the ordinary citizen. It suffers, to be sure, from a measure of diffuseness and lack of orderly arrangement, but that is a minor defect in an otherwise admirable book.

Education

1. L'Enseignement des Langues Vivantes
2. L'Inspection de l'Enseignement

(Publications du Bureau International d'Éducation, Nos. 54 and 55.) (Francs suisses 5, each vol. Geneva : Bureau International d'Éducation.)

1. This report, based on information received from forty-nine countries, should be of great interest to language teachers and heads of schools. It consists of a series of monographs dealing with such topics as the languages taught, the number of hours given, the types of methods used, the provision of external aids, the status of teachers and their training, &c. The whole is preceded by a comparative study which attempts to sift all this matter and present a unified view of the whole inquiry. 2. *L'Inspection de l' Enseignement* contains a wealth of information on the organization and scope of inspection in thirty-nine different countries. It is almost entirely concerned with primary, secondary and technical schools, inspection of universities being rare. Its value lies in its official exposition of intentions and of the means adopted to realize them ; on the actual working of the systems of inspection, the relations that in fact obtain between authorities, inspectors and inspected, it is from the nature of the case necessarily silent.

The Tercentenary of Harvard College : a Chronicle of the Tercentenary Year 1935–1936.

(17s. net. Cambridge, Mass. : Harvard University Press. London : Oxford University Press.)

A worthy record of the most wonderful academic celebration in the history of the world. In 1636, the General Court of the Company of Massachusetts voted £400 towards "a schoole or colledge." Two years later, John Harvard, one of the thirty-five graduates of Emmanuel College who migrated to New England, a Londoner baptized in Southwark Cathedral, died, leaving his library and half his estate to the College ; and the Court "Ordered, that the colledge agreed upon formerly to bee built at Cambridge shalbee called Harvard Colledge." Thus the Pilgrim Fathers planted an acorn that has grown to a prodigious tree. Some 2,400 attended the celebration, including "the most distinguished group of learned men ever collected in one place."

Shrewsbury

By J. M. WEST. (English Public Schools.) (5s. net. Blackie.)

This volume maintains the high standard of the series while keeping its own individuality of treatment. The better known facts of Shrewsbury's history, its foundation in 1552, the admission of Philip Sidney, Thomas Ashton's ordinances of 1577, the eighteenth century neglect and the renaissance under Butler, Kennedy and Moss, are all dealt with fully, and yet room has been found for many good stories of both head and assistant masters, for the much-criticized removal to Kingsland in 1882, for its praepostors and merit marks, and for other matters of internal government. Dr. Alington's eight years covering the first half of the War are sympathetically described, as is the coming of Canon "Bob" Sawyer. The concluding chapter dealing with the athletic history of the School rounds off a book which will be a valuable contribution to the history of education.

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English, Poetry and Drama

1. Bhaloo the Bear and other Stories
By EVELYN POWELL-PRICE. (Stories of Fact and Fancy, Set B, No. 90.) (4d. Chambers.)

2. The Adventures of Pewgo
By K. E. G. FLEMING. (Story-Time Books, No. 93.) (6d. Nelson.)

3. The Doings of Dooki : the Story of an Indian Boy
By JEAN HUGHES. (Herbert Strang's Readers.) (Limp cloth, 1s. Cloth boards, 1s. 2d. Oxford University Press.)

4. (1) The Troop with a Bad Name
By F. H. DIMMOCK.

(2) Through the Boxer Lines : a Tale of the Boxer Rebellion
By Major CHARLES GILSON.

(3) When Gordon Watched the Desert
By J. C. WOOD.

(Arnold's Continuous Story Readers.) (1s. 6d. each. Arnold.)

(1) Four concise, well-told little animal stories which cannot fail to please the 8-year-olds for whom they were written. (2) So, too, will the four marvellous adventures of clever Pewgo, the rat, and his sharp little friend, All-ears. (3) Dooki's home was among the tea-gardens at Sylhet, in Assam, where the author lives, and where the Indian illustrator of the book was born. Dooki, a well-meaning little scamp, is no sooner out of one scrape than he falls into another, but we leave him promoted to be house-boy to the white overseer, and firmly resolved never to get into trouble again. (4) Lord Baden-Powell in his Foreword calls No. 1 a " ripping good story of Scouts," and he does it no more than justice. No. 2 is a no less " ripping good story," which has for background the desperate efforts to protect European men, women and children from the fury of a Chinese Secret Society pledged to put every white man to the sword.

American Prose

Selected and Edited by G. BOAS. (Scholar's Library.) (2s. 6d. Macmillan.)

This anthology is another interesting addition to the Scholars' Library. Twenty-six authors are represented and we have fiction, essays, history and oratory. Mr. Guy Boas contributes an introduction in which he claims that while English and American prose have the same standards, the American possesses a freshness of its own, because its writers have not yet so many centuries of achievement behind them. But surely American literature would not deny its English ancestry, and claim to have been born without parents.

The Understanding of Syntax

By H. R. STOKOE. (10s. 6d. net. Heinemann.)

The author of this book has set out to deal logically with the fundamental and most important questions which arise in the treatment of English syntax. He considers that at present much teaching of the subject is illogical, with confusion and contradiction as the inevitable result, and that the only remedy is to be found in the accurate definition and logical application of grammatical terms. The recommendations of the Joint Committee on Grammatical Terminology " aggravated the evil," and by applying the test of simple conversion the writer demonstrates the unsoundness of many commonly received definitions and proceeds to substitute other definitions which will stand the test. Although the book is said to be no exhaustive treatise on its subject, we fear that it will be found too much for pupils for whom it is intended. Teachers of English who give formal grammatical teaching as a means to the correct use of the language might do well to read this book carefully and critically and to consider if their practice would meet with this book's condemnation.

The Threshold, 1937 : an Anthology of Verse and Prose from the Schools of England

Edited by R. W. MOORE. (6s. net. Oxford : Blackwell.)

This is the third annual volume to appear as the result of an invitation given to all the public and secondary schools of England to submit manuscripts by their pupils. It contains this year for the first time poems written by girls and indeed Miss Joan Charlton, of West Stanley Secondary School, Durham, has more poems included than any other contributor and is given the honour of occupying the first place in the volume with her poem " Quest " with its final stanza :

" Now are the facts given unto you
Assembled in order like sheep at the shearing,
Rank on rank, price of our watching,
Make of them what you will."

Without unfair criticism it may be said that there are many poems which show promise, and some of remarkable achievement. To name individual poems as especially good might well cause disappointment to the young poets whose work was not thus distinguished, and we have no wish to kill some new Keats. Nevertheless, one opinion may be ventured : the poems which preserve familiar rhythms are superior to those which by many would not be recognized as poetry except by the way they are printed.

Shakespearian Comedy

By Prof. H. B. CHARLTON. (10s. 6d. net. Methuen.)

Here is a volume that students and lovers of Shakespeare will acclaim as one of the most important additions to Shakespearian criticism in recent years. It contains a series of eight lectures given annually between 1930 and 1937 at the John Rylands Library, Manchester. In spite of Prof. Charlton's modest disclaimer, the book is worthy to rank by the side of Bradley's *Shakespearean Tragedy*, for its attempt to trace in Shakespeare's Comedies the growth of his " comic idea." In the opening lecture Prof. Charlton examines *The Two Gentlemen of Verona*—an early attempt on Shakespeare's part to satisfy the popular demand for a play that should be at the same time both comic and romantic. The next two lectures discuss, as further experiments in comedy, *The Taming of the Shrew* and *Midsummer Night's Dream*. Perhaps Prof. Charlton's most valuable contribution to the study of Shakespeare's comedies is to be found in the fifth and sixth lectures, dealing with *Shakespeare's Jew* and with *Falstaff*. These are followed by a lecture on *The Dark Comedies* and a concluding lecture on *The Consummation*, in which is assessed Shakespeare's comic achievement in the famous group *Much Ado About Nothing*, *Twelfth Night* and *As You Like It*. The greatness of Shakespeare's achievement in these three comedies is emphasized by a comparison with the qualities and shortcomings of the early *Love's Labour's Lost*—a play deficient in both plot and characterization, and described as " more like a modern revue, or a musical comedy without music, than a play."

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Geography

France : a Geographical Introduction

By E. E. Evans. (4s. 6d. Christophers.)

The first half of this volume traces the physical evolution and the cultural development of France. The second half contains a detailed account of its principal regions. This book is particularly suitable for the use of travellers and students who wish to understand the essentials of French life and culture but it also covers the requirements of candidates preparing for the Higher School Certificate examinations.

Chisholm's Handbook of Commercial Geography

Entirely Re-written by Dr. L. Dudley Stamp. (25s. net. Longmans.)

After passing through twelve editions this classic treatise of commercial geography has been entirely re-written and the statistical matter brought up to date. The introduction, including a section on the use of economic statistics, is followed by an invaluable explanation of the production of, and trade in, commodities and an account of the major climatic regions according to Köppen. The rest of the book is a lucid statement of the principal features of the commercial geography of the continents and countries. Throughout, the author acknowledges his indebtedness to his colleagues on the staff of the London School of Economics and also to distinguished European and American geographers. To the appendices has been added a list of alternative geographical names with official pronunciations adapted from the system worked out by the Royal Geographical Society's Permanent Committee on Geographical Names. As this edition is the most authoritative statement of the principal facts of modern commercial geography in the English language, it should find a place in every reference library.

Golden Hind Geographies

First Series. Book 1 : Ourselves and Other People. By R. Finch. Book 2 : Village Peoples. By G. Cons. Book 3 : Britain and the British. By R. Finch. Book 4 : Man's Work in the World. By G. Cons. (Book 1 : Limp Cloth, 1s. 8d. Cloth Boards, 1s. 10d. Book 2 : Limp Cloth, 1s. 10d. Cloth Boards, 2s. Book 3 : Limp Cloth, 2s. 2d. Cloth Boards, 2s. 4d. Book 4 : Limp Cloth, 2s. 4d. Cloth Boards, 2s. 6d. University of London Press.)

This admirable series is intended for the use of children in the junior school. Each of the books contains excellent half-tone and coloured illustrations which form the basis of the simply worded and carefully graded text. At the end of each chapter are picture reading and practical exercises. Book 1 shows the home lives of children in town and country and begins map reading. Book 2 deals with characteristic settlements in representative regions. Book 3 describes typical activities in the principal " home-regions " of the British Isles while Book 4 gives detailed accounts of the production of various foodstuffs and raw materials, leading mining and industrial occupations, and the principal means of communication, ending with a clever explanation of the importance of London as a world market.

Mathematics

Geometry

Part Two : Transition to Deductive Reasoning. By W. H. E. Bentley and E. W. M. Potts. (2s. 6d. Ginn.)

This is the second part of a thorough and systematic course of formal geometry in preparation for a School Certificate Examination. The authors have taken great pains over the transition from experimental discovery of facts to the deduction of geometrical properties from recognized positions. This transition in their opinion should take place in two stages : first, discovery is replaced by generalization, suggested by reasoning from numerical values and then with algebraic symbols, secondly the algebraic basis of this generalization is gradually discarded for a purely formal argument. There are doubtless many teachers who find the formal expression of riders a most difficult section of geometry, and this book will appeal to them because it is so closely developed that pupils could work through it each at his (or her) own pace. The scope of the present part is from angles at a point to tangent properties of the circle (excluding area propositions).

The Psychology and Teaching of Arithmetic

By Prof. H. G. Wheat. (8s. 6d. net. Heath.)

This is a massive volume that comes from America. One of its major purposes is to combat the belief that arithmetic is learnt through contacts with the external world. The author believes that many children (in America, be it remembered) move through school without gaining an understanding of arithmetic because they have been overwhelmed with sensations of material things. To correct this it is desirable for the teacher to realize the essential features of number—how ideas about number developed, became symbolized and exact—so that pupils should themselves become intelligent about the number system. The first section reviews the history of arithmetic, giving much information about puzzles, problems and calculating devices. The next section discusses the teaching of number from the earliest years of a child's school life, using the idea of a group. The third section is full of interest because it analyses specimen lessons with middle-school children. Finally there is a fifteen-page bibliography. To this one is happy to contribute one item that is omitted—*The Case Against Arithmetic*, by E. M. Renwick (Simpkin, Marshall).

Real Arithmetic

By A. Burniston. Senior Series : Teacher's Books 1 and 2. (3s. 6d. Collins.)

This is an interesting and well written course covering perhaps two years for " C " pupils in Senior Schools. It is obviously the work of an experienced teacher, and it is a pleasure to read so sensible a course. The discussions of method are refreshing. There is probably more material than is required but all of it is good.

Arithmetic

By C. H. Hill and P. G. Welford. Book 4. (With Answers, 1s. 6d. Without Answers, 1s. 3d. University Tutorial Press.)

Book IV deals with logarithms, change of units and various types of problems. There are some very useful classified problems from examination papers and some less useful revision papers (containing some heavy manipulation).

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Miscellany

The Education Authorities Directory and Annual, 1938
(12s. 6d. net. School Government Publishing Co.).

The Education Authorities Directory for 1938 is now ready. Packed within its 475 pages will be found much useful information, so that the price (12s. 6d.) is astonishingly modest. The Alphabetical list of Administrative Personnel contains some interesting particulars, including date of birth, nature of education, names of societies, previous appointments, hobbies, and so on. One fortunate person confesses to the recreation of " Rare Book Collecting. (First Editions, etc.)."

Kinderfürsorge jenseits unserer Grenzen
By Dr. R. WEILAND. (RM 3.30. Price abroad, RM 2.47. Weimar: Hermann Böhlaus.)

This book gives a concise and yet comprehensive survey of the measures taken to protect and to promote the welfare of children in England, Switzerland, France, and in Spain before the outbreak of civil war. In this field the problems are similar in different countries, and those concerned may learn from one another without the intrusion of national bias.

An Account of the Adoption of the s.s. *Harcalo* by the Archbishop Temple's Central School, Lambeth, London
Compiled by C. H. LEARNER. (6d. British Ship Adoption Society.)

The fact that the idea of ship " adoption " has spread so rapidly through English schools suggests that it supplies a felt need. This pamphlet, the first publication of the British Ship Adoption Society, is not an explanation or demonstration of the scheme, but a simple narration of the way it has worked in one London school, and on one tramp steamer. It makes delightful reading, and shows how the scheme adds reality and zest to school geography and also gives pleasure and interest both to men at sea and boys at school.

The Public Library: its History, Organization and Functions—a Guide to Public Library Facilities for Users, and a Text-book for Students preparing for the Elementary Examination of the Library Association
By E. LEYLAND. (3s. 6d. net. Pitman.)

This handbook as its title indicates provides a complete but concise account of the facilities provided by public libraries. It will be particularly useful to junior assistants who propose to take the necessary diplomas in order to aim at promotion to senior posts in the public library service. The chapter on How to Use Books could be perused with advantage by students who wish to follow a prescribed course of reading either for examinations or for general self-education. If a revised edition of the handbook is printed we would suggest that certain subject references in some of the chapters, *e.g.* catalogues, might be underlined or italicized (as for instance *sheaf catalogues*, *entries*, *classified catalogues*).

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(*Continued on page* 328)

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Edited by J. RICKMAN. (Psycho-Analytical Epitomes, No. 1.) (5s. net. Hogarth Press.)

This is the first of a projected series of " psycho-analytical epitomes," and is described as the main stem to which several branches will be attached. It is an attempt to show the development of Freud's theories, and so closely is this order followed that every page bears the date of publication of the passage there quoted. The Editor claims, we believe with good reason, that the evolution of Freud's thought is shown more clearly in this book than in any other. He confines his epitome to the general theory, omitting such evidence as is provided by case histories, and omitting also, for very good reasons, the technique of therapy. This is not the place for entering upon a discussion of Freud's theories, but any one who wishes to acquaint himself with those theories will find this book a very useful guide.

Social Behavior and Child Personality : an Exploration Study of Some Roots of Sympathy

By L. B. MURPHY. (17s. 6d. net. New York : Columbia University Press.)

This book is a valuable contribution to the psychology of childhood, and will be welcomed by all students of the subject, not only for the theory of the development of sympathy put forward in Part III, but also for its detailed account of the methods used in a particularly through piece of research. The work is based on some 5,000 episodes of child behaviour recorded in the course of about 400 hours of observation ; and a selection of the data is so fully recorded here (and illustrated by attractive photographs) that it could be used as raw material by future workers in the same field.

Growing Minds : an Introduction to Educational Psychology

By Prof. H. BOMPAS SMITH. (5s. net. University of London Press.)

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Science

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Civil Engineering To-day

By E. CRESSY. (The Pageant of Progress.) (3s. 6d. net. Oxford University Press.)

The term " Civil Engineering " was invented as the counterpart to Military Engineering. Peace hath her victories no less renowned than war ! Its sub-division into chemical, electrical and other forms of engineering followed and " civil " engineering now concerns itself with bridges, tunnels, waterways, harbours, dams, water-supply, irrigation and reclamation. The author, a well-known writer and broadcaster on engineering and inventions, has a lively sense of the romance of these great engineering adventures, triumphs of human skill and patience. He selects impartially from different countries. American enterprises are great in scale and daring. France is represented by the Suez Canal. Referring to the reclamation of the Zuider Zee, the author says—his final words—" Truly a stupendous undertaking." We have no need to be ashamed of the Aswân Dam, the Sydney Harbour Bridge, the Mersey Tunnel. Numerous and excellent illustrations are an important feature of the book. The frontispiece is a beautiful photograph of the George Washington Bridge in New York, a suspension bridge with a single span of 3,500 feet. The book can be recommended with complete confidence.

Methods in Biology

By Dr. A. C. KINSEY. (8s. 6d. net. Harrap.)

It is interesting to note in these pages how closely the trend of biological teaching in America has been along the same path as in England. In both countries the subject has become recognized as essential in the school curriculum, necessary for the equipment of every pupil, and not merely for those destined for a biological career. Hence, in both countries the morphological treatment that was prevalent half a century ago has been abandoned in favour of the physiological and ecological. Dr. Kinsey stresses the importance of so presenting biology that the pupil, no matter what his future career, may realize that he lives in a world full of interest, and that he himself is subject to the same laws as all other living organisms. He discusses how this may be achieved in several chapters that merit the attention of every elementary teacher of the subject.

Strange Reptiles and their Stories

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Work and War in Spain
Photographs by Keystone Press Agency, Wide World Photos, Associated Press Photos, Planeta News, Ltd., Altavoz del Frente. (Press Department of the Spanish Embassy in London.)

Wonders of the Sea : Life of the Ocean (Fishes, etc.)
12 Colour Plates printed from Nature by P. A. ROBERT. (Art and Nature in Colour Series.) (7s. 6d. net. Batsford.)

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(Eagle Books, Nos. 9–12.) (2d. each. Edinburgh House Press.)

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2. VIe Conférence Internationale de l'Instruction Publique, Genève, 1937 : Procès-Verbaux et Résolutions
(Publications du Bureau International d'Éducation, Nos. 53 and 58.) (No. 53, Fr. 3. No. 58, Fr. 4. Geneva : Bureau International d'Éducation.)

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No. 4, December, 1937. (2s. 6d. Geneva : League of Nations. London : Allen & Unwin.)

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The JUNE, 1938

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THE LAYMAN'S LIBRARY

XVII.—RELIGION IN MODERN FICTION

By the Rev. F. K. CHAPLIN, M.A., Chaplain of St. Dunstan's College, S.E. 6

ALDOUS HUXLEY'S *Brave New World* was based on a penetrating analysis of modern conditions. His examination of our religion led him to discern two enduring features: community singing and prayer meetings. The prayer meetings which we find in his *Brave New World* are small groups of people who meet together for mutual edification and inspiration. Already, when his book appeared, the Group Movement had begun to make its way in numerous countries. Rose Macaulay's *Going Abroad* describes the methods of the early "Groupers."

Aldous Huxley did not, apparently, attach much importance to the great Anglo-Catholic revival now going on among all the English-speaking people. Compton Mackenzie's novel, *The Parson's Progress*, however, deals with one side of this movement in a knowledgeable way. Robert Keable's *Lighten our Darkness* is concerned with Roman Catholicism, as is his *Simon called Peter*, although ostensibly about an Anglican curate. The truth is that the Roman Church occupies a good deal of Robert Keable's attention in most of his work, from *The Mother of All Living*, onwards. In *Recompense*, by the way, which is a sequel to *Simon called Peter*, Peter enters a monastery.

Aldous Huxley, moreover, was not much impressed by spiritualism: but, to-day, it is on this that a growing number of people are basing their hope of immortality. E. F. Benson, especially in some of his short stories, touches on several aspects of the psychic and even of the occult. Curiously enough, Conan Doyle has not, so far as I know, handled spiritualism in his best-known novels. In some of his lesser known works, though, especially short stories, there are so many glimpses into the realm of psychical phenomena that we might almost trace the

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change from a young materialistic medical student to the outspoken spiritualist of later years who could write a book on spiritualism entitled *The New Revelation.*

This book, of course, is not fiction: neither is *The Road to Endor*, by E. H. Jones, but the latter reads like fiction and is so entertaining that I have no compunction about mentioning it here. For a competent study, in a novel, of Spiritualism proper, we must turn to Philip Gibbs' *Darkened Room.* Even here, nevertheless, old-fashioned people may think that, in spite of everything, we have not gone much beyond Browning's *Sludge, the Medium.* A disparaging view of mediums and their séances appears in *The Undying Fire*, by H. G. Wells.

Michael Arlen, in *Man's Mortality*, ends on a level curiously like Nirvana: "And suddenly it was as though a mighty tune filled Carlotta, and she knew that the narrow immortality of men's aspirations was a snare and a peril, and that even man as a species was not a master, but a servant in the vast scheme of a universe in which the spirit of all life was no more than one clear note in a swelling tune." The old gipsy in A. S. M. Hutchinson's *The Happy Warrior* is not so definite as this, but he is on the same lines; as is Maud Diver at times, and, though not so frequently, Gertrude Page, when writing about India.

Although one might not suspect it from what they write, quite a fair number of modern authors join the Rationalist Press Association. Perhaps it is not quite right, though, to mention names. On the other hand, a large number of novelists are on the side of the angels: the Benson family, the Knox family, Patrick Macgill, Hilaire Belloc, G. K. Chesterton, Sheila Kaye-Smith, Compton Mackenzie and G. A. Birmingham who, in private life, is the vicar of a Kensington parish; although they do not always dilate on religion when writing fiction. Beverley Nichols, too, in *The Fool Hath Said*, has written a defence of Christianity.

There are, nevertheless, novels which suggest a purpose in life. Warwick Deeping's *Smith* does so I think. Bernard Shaw in a *Black Girl's Adventures in Search of God*, probably makes the Irish man express Shaw's own opinion, when he refers to God as a continually unfolding purpose; for Shaw, following Samuel Butler, has always held to neo-vitalism and entelechy and a teleological element in the world. See especially *Man and Superman* and *Back to Methusaleh.* Maxwell's *White Girl's Adventures in Search of God* ought really to be published in the same volume as Bernard Shaw's *Adventures of a Black Girl*, for the two works are complementary.

There is, of course, in modern literature a strain of scepticism which leads to pessimism. The Kapek brothers' *Insect Play* was pretty devastating; Michael Home's *God and the Rabbit* was grim enough; but Somerset Maugham's hero, in *The Narrow Corner*, plumbs the depths of despair. Even the film version did not spare us. The relevant argument may be condensed roughly as follows:

> Says the hero: "I want life to be fair and brave and honest. I want men to be decent and things to come right in the end. Surely that is not asking too much." To which his companion, a disillusioned medical man, replies, "I don't know, but it is asking more than life can give."
>
> "You," complains the younger, "believe nothing: you respect nobody. You *expect* man to be vile. You have lost heart, hope, faith. In God's name, what have you left?" To which the answer comes, "Resignation."
>
> "Resignation," cries the young man, "I do not want resignation. I am not willing to stand by while the good suffer and the wicked prosper. If life means that virtue is trampled on, that honesty is mocked and that beauty is fouled—than I have no use for life."

Perhaps more impressive, because more circumstantial, is the indictment of the universe by H. G. Wells in *The Undying Fire.* Here, however, we do find a glimmer of hope—a note of idealism. There burns an undying fire in the hearts of men: "By that fire I live. By that I know the God of my salvation. He urges me to conflict. He will not let me shut my eyes to sorrow, failure or perplexity."

This point of view is elaborated into a real theological work in *God, the Invisible King.* We may summarize the main point in some words of Dorothy Black: "Nothing is ever going to put out the little flame that burns in the heart of man; the little flame that gives us our poets and dreamers, and those other pleasant people who, like flowers in a drawing-room, make every day delightful." (But see below.)

Bernard Shaw's "curtain raiser," *The Showing Up of Banco Posnez*, seems to be based on a similar idea, though, of course, presented with Bernard Shaw's characteristic perversity:

> Banco Posnez reckons to be a real "tough guy," who has no use for pity or sympathy or any other namby-pamby weakness. Just before the play opens, however, he has stolen a horse, and got well away—quite outdistancing his pursuers. Then—he comes upon a woman struggling along on foot, with a sick child in her arms. She is trying to reach the doctor in time to save the child's life. And Banco Posnez, the "tough guy," yielding to an impulse he has never felt before, gets off his horse and places the woman and her child upon its back.
>
> Soon after, his pursuers come upon him tramping along the road, and lead him back to be hanged as a horse-thief. In the play we find Banco Posnez locked up in a room, awaiting trial, or rather sentence: and it is there that he gives voice to his conviction, based on this experience of his, that no matter what you do, God gets you, sooner or later, if He wants to.

Francis Thompson's *The Hound of Heaven* suggests the same implacable Deity, though in a different way:

> "I fled Him down the nights and down the days:
> I fled Him down the arches of the years:
> I fled him down the labyrinthine ways:
>
> "But with unhurrying chase, and unperturbèd haste,
> Deliberate speed, majestic instancy,
> Came on the following feet."

(Continued on page 345)

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Masefield's long narrative poem, *The Everlasting Mercy*, is on the same lines. The chief character in the poem has spent his life, more or less, in riotous living with his friend Billy Myers, " As black a sprig of hell as me." Then, quite suddenly, this ruffian, who has been in jail nineteen times, has one of those unexpected, uncanny mystical experiences which are so difficult to put into words.

" I did not think, I did not strive.
The deep peace burnt up me alive.
The bolted door had broken in :
I knew that I had done with sin.

" O glory of the lighted mind !
How dead I'd been, how dumb, how blind !
The station brook, to my new eyes,
Was babbling out of Paradise."

Our grandfathers would have recognized that this was a case of sudden conversion. More modern people might regard it as a manifestation of the life force or Elan Vital so attractively presented by Henri Bergson in his philosophical treatise on *Creative Evolution*. A biological treatment is given in Prof. Lloyd Morgan's *Emergent Evolution*. A brief account of some modern conversions, not fiction, can be obtained from Hugh Redwood's *God in the Slums*,* a book of modern miracles, price 1s. (Hodder & Stoughton), which is on the same lines as Harold Begbie's *Broken Earthenware* (Hodder & Stoughton), also 1s. But we digress.

H. G. Wells, when writing *In the Days of the Comet*, brought about an analagous change in human nature through the influence of a comet. Similarly, in *The Soul of a Bishop*, an episcopal change of heart occurs through the bishop taking a strange elixir or cordial which stimulates his senses to a more vivid apprehension of things around him, so that his doubts " glowed into assurance." He became sure of God—not, perhaps, the God of the creeds, but GOD. God was here, and the kingdom of God was close at hand.

The " God " meant is the Deity presented by Mr. Wells in *God, the Invisible King*—an emergent Deity who has arisen out of humanity ; who is man and God. Mr. Wells's own position was one of complete agnosticism about the Creator and entire faith in the Redeemer. He declared that we do not know, perhaps cannot know, the relation of the Creator of the universe to that living reality in our lives who is really the personal Deity of men ; but He is courage ; He is adventure. He is the King, fighting for us and with us against death. With this realization, says Mr. Wells, comes something like the feeling of liberation that accompanied the old-fashioned conversion. It is like a man with a problem when he gets a solution, or like a lonely man when he finds a lover.

Here is something essentially mystical : but for a really elaborate mystical novel one should turn to Charles Morgan's *The Fountain*. Many critics praised this book for its style ; numerous readers enjoyed it for the story ; but to me it was particularly noteworthy because it seemed to be the work of an author who possessed an unusually comprehensive understanding of mysticism.

In *Mr. Britling Sees It Through*, however, H. G. Wells, although no mystic himself, gives us as good a description of as typical a mystical experience as one could desire. After Mr. Britling had heard of the death of his son, he began to feel that there was around him a presence which was Hugh whom he had thought dead ; it was himself ; it was many others ; it was all these ; it was more. It was the Master and Captain of Mankind. It was God present, and he knew that it was God.

It was as if he had been groping in the darkness, thinking himself alone amidst pitfalls and pitiless things, when he had suddenly felt a strong firm hand, while a voice within him bade him be of good courage. God was beside him and within him and about him. Hitherto God had been a thing of the intelligence. Hitherto Mr. Britling, when thinking about God, had been like some one who had found a very pleasant house which showed signs of being inhabited by someone with a fine personality. The house, however, had always seemed empty before ; but now, unexpectedly, Mr. Britling had, as it were, heard the voice of the Master coming in.

Ought we to attempt some kind of summing-up, however inadequate ; if so, I should be inclined to say that the fiction we have been considering is true to life. The modern religious person takes his stand upon experience. His theology is inductive, empirical, pragmatic. He has obtained an undoubting, immediate sense of the Divine Presence. The result is an absolute certainty that one is not alone. There is an assurance that a Power exists which is fighting with us against the evil within us and without. In short, the new accounts of personal religion which come to us to-day resemble very closely what William James described in his famous lectures on *Varieties of Religious Experience*.†

† The last of these lectures is published in his **Papers on Philosophy** (Everyman, Dent).

DR. A. E. NEWMAN-HUSBAND retired last term after twenty-two years' service as English and Latin Master at the Intermediate School, Merthyr Tydfil. He had previously served as Classics Master at East Cornwall College and as Head Master of Bradley High School for Boys, Newton Abbot. Dr. Newman-Husband has been a member of the Secondary Panel of the Burnham Committee for eight years and for a short period was a co-opted member of the Executive Committee of the National Union of Teachers. The establishment of the Welsh Regional Higher Education Committees was largely due to his efforts. In addition, he is a past president of the Joint Conference of Secondary and Technical Teachers. Outside his professional work Dr. Newman-Husband has been actively associated with the work of the League of Nations Union and the Y.M.C.A. to which he rendered invaluable service as local secretary. He is also a Diocesan Reader of the Diocese of Llandaff.

* Also **God in the Shadows** (Hodder & Stoughton, 2s. 6d.) by the same author.

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SOME TIME-TABLE PROBLEMS AT THE SCHOOL CERTIFICATE EXAMINATIONS

PART II

By A. M. WALMSLEY, M.A., Northampton School

A PREVIOUS paper discussed the different demands made on candidates under the different School Certificate examining boards, with particular reference to the great number of 3-hour papers set by some of the boards and to the almost complete absence of 3-hour papers in the examination of other boards.

To what extent do candidates of this age find it a strain to take so many 3-hour papers? So far as I know, no systematic attempt has been made to collect evidence on this point. But since three important boards can examine satisfactorily without any 3-hour papers, one may well ask whether it is really necessary or advisable to set so many 3-hour papers as are at present set by some of the boards. To sit at work for 3 hours without a break is contrary to the normal practice of school life. To organize 3-hour tests, as many schools do, in preparation for the School Certificate examination, completely upsets the school time-table and introduces an atmosphere of cramming.

The I.A.A.M. at its annual council meetings last January definitely committed itself to the following opinions:

(*a*) That a continuous 3-hour paper is too long at School Certificate stage.

(*b*) That many 3-hour papers could with advantage be shortened, and that others might be split up into two shorter papers.

(*c*) That it is particularly objectionable to expect any candidate to take two 3-hour papers on the same day.

Are there any serious objections to modification of some present time-tables on these lines—other than a natural dislike to disturb ancient customs? The only criticism that I have heard is a fear that to abolish 3-hour papers would involve the introduction of papers after 5 p.m. (*i.e.* evening papers), and further, that it is better to have two 3-hour papers in a day than three 2-hour papers. Opinion may be divided on the latter point. With regard to papers after 5 p.m. I should think that an occasional evening paper, for 1½ hours or 2 hours between 5 p.m. and 7 p.m. would be far less of a strain than a 3-hour paper from 2 p.m. to 5 p.m. on a hot summer afternoon. But a glance at the time-tables of those boards that do not set 3-hour papers will show at once how far these fears are likely to be realized.

If we take, for purposes of comparison, a very usual combination of eight subjects—English, history, geography, French, Latin, mathematics, chemistry, and general physics—we shall get a fair impression how the strain of the actual examination may vary under the different boards.

A candidate taking this combination of eight subjects for the London School Certificate would be required to take seven 3-hour papers, three of them in the afternoon from 2 to 5 p.m. He would have to sit through two 6-hour days and two 5-hour days.

At the School Certificate examination of the Northern Universities Joint Board he would take four 3-hour papers. His longest days would be one 5½-hour day and three 5-hour days.

In contrast, a candidate taking the same combination of subjects in the School Certificate examination of the Oxford and Cambridge Board, or the Oxford Delegacy, or the Cambridge Syndicate would have no 3-hour papers, and only on one day would his papers last for more than 4½ hours. For the Oxford Certificate and for the Cambridge Certificate he would have one day of 5 hours; for the Oxford and Cambridge Board Certificate he would have one day of 5½ hours. Nor does it appear to be difficult to arrange time-tables in which evening papers are rarely necessary. A candidate taking the above combination of eight subjects for the Oxford School Certificate in July, 1938, will take no paper that finishes later than 4.30 p.m., unless he takes theoretical chemistry II in place of practical chemistry. In that case he will have one evening paper 4.45 to 6 p.m., but it will be after a free afternoon.

The dates fixed by the different boards for the School Certificate Examination vary by as much as a month. The London examination is the earliest. At the other extreme come the examinations of the Oxford and Cambridge Board, Oxford, Cambridge and Bristol. In 1938, the London examination starts on Thursday, June 16, and the Oxford examination nearly a month later, on Monday, July 11. Half-way between come the examinations of the Northern Universities Joint Board and of the Durham Board. What steps have been taken to find which practice suits the schools best? There are obviously advantages and disadvantages arising from each. To some extent all examinations, especially external examinations, are a nuisance and interfere with the real work of the schools.

It is perhaps an advantage to have the results of the examination before the end of the term—if speech day comes at the end of July, and the results can be ready for that. But does it really matter? In a few cases the results may decide whether a boy remains at school or not; and the sooner that is known, the better. In any case, the results will be known before the beginning of term in September, which is soon enough for making promotions and planning work for the new school year. And the suspense of waiting is not likely to spoil the holiday! On the other hand, if the examination begins in the middle of June, the ordinary work of the summer term must be very much upset by this. Perhaps the candidates are fresher and more fit, physically, in the middle of June than they would be a month later. Or

(*Continued on page* 350)

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possibly another month's work might make all the difference between passing and failing! It would be interesting to know what the schools themselves think of this matter. It is probable that an inquiry would show that most schools are satisfied with the conditions to which they have grown accustomed.

A comparison of the examination time-tables reveals another difference, so obvious that it must be deliberate. London, and the Northern Universities Joint Board carefully arrange their time-tables so that different papers on the same subject are taken (so far as is possible) on the same day. This applies to the papers in English, Latin, French and other languages. Exactly the opposite appears to be the practice of Cambridge and of the Oxford and Cambridge Board. Thus, in the latter examination, the two geography papers are on widely different dates; the three English papers are on three different days; the different papers in Latin, French and other languages, scripture, art and sciences are all on different days. The practice in the Oxford examination appears to be a compromise. The two geography papers (1½ hours each) are on the same day, separated by an interval of ½ hour; and the two papers in French (but not in other languages) are on the same day. Is there any real reason for this difference of policy in planning the time-table? Or is it merely an accident?

Enough illustrations have been given to show that there are important differences in the planning of the time-tables for the different School Certificate examinations. Without in the least advocating uniformity, it is the aim of this paper to suggest that the time is ripe for examining these differences, and for pooling the experiences that the different Boards have gained during the last twenty years.

FURTHER LETTERS TO A YOUNG HEAD MASTER

X.—A HEAD MASTER'S ATTITUDE TOWARD HIS STAFF, AND MORE PHILOSOPHY OF EDUCATION

By W. JENKYN THOMAS, M.A., ex-Head Master of Hackney Downs School, formerly Grocers' Company's School

MY dear W,

In my last letter I asked you, with regard to the assistant master who was getting an unfavourable report from His Majesty's inspectors whether you were aware of his laziness before the full inspection, and if so, whether you had been afraid to tackle him. You have confessed that you were aware of it, and had refrained from pulling him up because you were so friendly with him. So when you were ultimately forced to speak to him, in your nervousness you spoke more severely than you had intended. He strongly resented it, and asked you for a testimonial with a view to seeking another appointment.

I quite agree that my suggestion that you should say, "Any head master will be fortunate if he gets Mr. Blank to work for him" was unhelpful. You were quite right to mention all his good qualities in your testimonial and to leave it at that. It is always understood that a testimonial is not a critical estimate. One examines it to see what is left out.

Well, I admire you for owning up so candidly, but I do not admire you for disregarding the first bit of advice which I gave you after your appointment as head master. I wrote at some length on the very important question of the attitude a head master should adopt toward his staff. Let me give you some extracts even now. "By all means," I said, "be friendly with your assistant masters but do not admit them to *equal* friendship. . . . You will have to order, prohibit, praise, blame. If your are on terms of *equal* friendship with those to whom you have to give positive or negative commands, praise or blame, human nature, being what it is, there is apt to be resentment. . . . I do not mean that you should withdraw to an Olympian seclusion, but you must observe a certain distance. You will be lonely, but that is one of the inevitable penalties of chief command. The compensation is a far easier and less resented exercise of the authority which you must exercise unless you intend to be only nominally head master."

I do not suppose that the man you wrote about is the only member of your staff with whom you have been too friendly. As you have not done so from the beginning, it will be much more difficult for you to observe in future the distance which you must now see for yourself is desirable. If you feel like unburdening your soul still further, you might tell me in your next letter whether you are a real or a nominal head master. I know some who are only nominal head masters.

I could a tale unfold about the trouble which the wives of some head masters have caused. (I could also, of course, tell of wives who have been very helpful to their head master husbands.) I know of one who used to "take up" the wife of an assistant master for a time, make a tremendous fuss of her, and then suddenly drop her. She did the same with a succession of the wives of the assistant masters. Those who were dropped became very bitter and infected their husbands with their bitterness. Egged on by their wives, these tried to "take it out of" the head master in various ways, until it became a very unhappy school. And yet the poor head master was not to blame, because he had no control whatsoever over his wife. The wife of another head master used to treat the wives of the assistant masters as if they were dirt under her feet, and they did not like it—this is an example of meiosis or litotes. The wife of another head master used to interfere in the school itself, with disastrous results to its harmony. I mention this because you are now engaged to be married. I am sure that the lady you have chosen (it is customary to talk of "choosing" a wife, but I very much doubt whether it is the right word) is as sensible as I know she is charming, but, nevertheless, you and she had better have a clear understanding on this matter.

By the way, I wonder why more governing bodies, before appointing married head masters, do not inquire carefully what their wives are like. Some, I know, are wise enough to do so.

(Continued on page 352)

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In my last letter I directed your attention to a brilliant article on the philosophy of education by Mr. George Smith. As I regard you as far too much inclined to favour what was once aptly called " The Primrose Path in Education " I want you to ponder over the following extracts from my commonplace book. The first is taken from a book by Dr. W. H. S. Jones, and runs as follows :

" Life, for which education is, or should be, a preparation, is a struggle, an upward struggle toward something higher and better. It is not the gratification of the interest of the moment : it is not the elimination of the unpleasant. All education based, consciously or unconsciously, upon this elimination is bound to end in disaster. Teachers of all grades must resist the attractive but insidious forms in which the doctrine presents itself—interest, self-determination or what not."

By the way, when I had the honour some years ago of addressing the Association of Education Committees at Brighton, I defined my attitude toward self-determination as follows : " If a boy self-determines in my school (I had not retired then), he gets it in the neck. When I say ' in the neck ' I am speaking figuratively. Anatomically speaking, he gets it lower down." I hope you follow the same practice.

The second is as follows. Unfortunately, I did not make a note of the name of the writer :

" There will be drudgery, I hope, in these days just as there was when I was at school, for drudgery, the doing of distasteful things, is of the salt of education. The mental discipline, and the moral discipline, too, of tough, dull, almost meaningless struggles with arid and inhuman subjects is something that no pupil ought to be allowed to escape : and if there is anything which is particularly obnoxious in the pedagogics of to-day it is the tendency to make things a little too easy both for the teacher and the taught."

But enough of these high and serious matters for the time being. Let me turn to something frivolous. I have some sympathy with the small boy with a logical mind who, when confronted with the problem, " If eight men ploughed a field in six days, what time would it take twelve men to plough the same field ? " wrote, " They could not do it, because the eight men have already ploughed the field." And I think that what the examinee wrote about the significance of Thomas Cromwell in history is very much to the point. It was, " The chief significance of Thomas Cromwell in history is that the examiners hope you will confuse him with Oliver." Then there was the boy who said, " Geometry teaches us to bisex angels." But I am getting too frivolous and must stop.

Yours ever,

W. J. T.

CORRESPONDENCE

TALLEYRAND : REVOLUTIONARY EVOLUTION

Those who associate the aristocratic Talleyrand, who died a hundred years ago on May 17, mainly with diplomacy and epigram, may be surprised to hear that he was a pioneer of educational reform. Education, according to Gouverneur Morris, was a bee in Talleyrand's bonnet, and the report submitted to the States General of 1791 by the Commission of which Talleyrand was at the head was far-reaching and surprisingly modern. The Commission included the well-known names of Condorcet, Lagrange, Laplace, Lavoisier, and Monge —the last-named a mathematician commemorated in the title of a Paris Metro station—and its findings, though not put into practice for another ten years, were described by Renan as " the most remarkable theory of public instruction ever propounded in France." Provision was made for universal free and equal instruction in primary schools, with liberal grants to secondary schools and technical institutes.

The system was designed to be supplemented by national fêtes in the arts and sciences, and by the co-operation of public libraries. Religious institutes were to be superior in status to technical institutes, but the whole system was planned on undenominational lines based on the State administrative system. Thus it settled once and for all many of the problems that confronted English educational reform right up to 1902. In one respect only was the report at variance with modern theories—no child was to receive public instruction under the age of 7.

Curiously enough, Talleyrand's wit was harnessed to the service of education in quite a different way. Few who have had to learn Greek prose composition during the last sixty-odd years have avoided translating a number of anecdotes about a certain witty fellow who *inter alia* told an ugly man boasting of his mother's good looks that his father, then, was the less beautiful. This " certain citizen, by name Talirantes " was no other than Talleyrand.

CHARLES RACE,
Wolverhampton Grammar School.

CHANGES IN SCHOOL TERMS

In these days when the entrance to all callings, except journalism and the Stock Exchange, is more and more guarded by preliminary examinations, it may be presumed that most boys and many girls go to school in order to be able to reach a certain standard of knowledge.

The greatest enemy to progress in studies is the seven or eight weeks' holiday. The vast majority of scholars gaily cast their books aside and never look at them for nearly two months. Thus they forget much that they have been taught. Mr. Lionel James's proposal that all schools should not take their long holidays in August and early September is a first step to a better division of the school year.

Pupils do need holidays. Four terms of ten weeks with four holidays of three weeks would prove far more favourable to good work. This plan has been tried already in some schools with good results. Masters might not relish this much as it would prevent them from going far afield either for sport or for improving their modern languages. But a grace term might be easier to obtain.

(Continued on page 354)

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CHRISTOPHERS

We shall be happy to send copies of any of our text-books for inspection. Among these are:

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Holidays would begin towards the end of March, June, September and December. The date of examinations would then be more easily solved. The end of the school year could be arranged for the end of the September term. If the School Certificate were held early in the month the results would be known in time for students to join the universities in October. Another could be held in March. These months would be less open to objection than July with its heat and December with its cold.

Families would then be able to take holidays away in June and September. They would not be long enough to lead to that boredom which often occurs toward the end of a seven weeks' break. Mid-term holidays would be unnecessary.

If a large number of schools adopted this plan there would be far less congestion on the railways and at holiday resorts in the chief holiday month of August.

EDUCATIONIST.

PERSONAL PARAGRAPHS

THE retirement of Mr. J. E. Barton from office as Head Master of Bristol Grammar School, at the end of this term, will be a great loss to the School and to Bristol. Mr. Barton was a scholar of Pembroke College, Oxford, and graduated with first classes in Classical Mods. (1896) and Lit.Hum. (1898). He won the Newdigate Prize in 1897 with a poem in heroic couplets on "Gibraltar." In 1900, he was appointed Senior Classical Master at Bradford Grammar School and in his spare time contributed regularly to the *Saturday Review*, then in the zenith of its career. He became Head Master of the Crypt Grammar School, Gloucester, in 1906, and migrated to the Headship of Wakefield Grammar School in 1910. Some six years later he accepted his present appointment at Bristol and under his guidance the School has increased in numbers from 500 to 800. Mr. Barton has also been a central figure in the cultural life of Bristol and he is widely known as a lecturer for the B.B.C. on arts. Some years ago he toured Canada and later wrote a book on Canada which is generally accepted as authoritative.

* * *

Mr. Barton's successor at Bristol will be Mr. R. W. Moore, who is at present Sixth Form Master at Shrewsbury. Mr. Moore is an old boy of Wolverhampton Grammar School and he graduated from Christ Church, Oxford, with first classes in Classical Mods. and Lit.Hum. From 1928 to 1931, prior to his appointment at Shrewsbury, he was an assistant at Rossall School. Mr. Moore serves on the Council of the Classical Association and has done much reviewing and writing.

* * *

PROFESSIONAL circles in the London area will greatly miss Mr. J. Bell when he takes up duties as Head Master of Cheltenham College next term. He has been High Master of St. Paul's School, Hammersmith, since 1927. He is an old boy (scholar) of Marlborough and was a scholar and Jenkyns exhibitioner of Balliol College, Oxford, where he had a brilliant career, winning the Craven Scholarship in 1910, and the John Locke Scholarship in 1913. He graduated with first classes in Classical Mods. and Lit.Hum. He was Fellow of Queen's College, Oxford, from 1913–27, and during this period was Tutor (1920), Dean (1923), and Examiner in Hons. Mods. (1923–4). During the War he became Captain and Adjutant in the Somerset Light Infantry and served in Burma and India. He contributed to *The Mind of Rome* (1926) and to *Great Tudors* (1935).

* * *

MRS. MARJORIE QUENNELL has achieved the distinction of being the first woman ever appointed an Honorary Associate of the Royal Institute of British Architects, which has about a hundred members of this type. They are chosen by invitation and include a number of persons interested in architecture who have achieved distinction in various ways. Her husband, the late C. H. B. Quennell, who died recently, collaborated with her in the production of her popular historical text-books on social life, and her eldest son, Peter Quennell, is the well-known *littérateur* and poet.

* * *

THE Governors of Worcester College, the Public School for blind boys, have appointed Mr. B. O. Bradnack, M.C., to be Head Master in succession to Mr. G. C. Brown, who is retiring at the end of the summer term. Mr. Bradnack, who was educated at Repton and Brasenose, is at present assistant master at Dean Close School, Cheltenham.

* * *

MR. N. T. SINCLAIR, assistant master in modern languages at Rugby School, has been appointed Head Master of the Royal Masonic Senior School at Bushey, Herts. Prior to taking up duties at Rugby in 1928, Mr. Sinclair had teaching experience at Charterhouse, and at Cheltenham College, where, for the past three years, he has been officer commanding the O.T.C. Mr. Sinclair graduated at Auckland University, New Zealand, with honours in Latin and English, and was a lecturer in Classics at Auckland University from 1920–2. Later, he obtained a first class in Part II Mod. and Med. Languages Tripos from Trinity College, Cambridge.

* * *

THE Head Mistress elect of Penrhos College, Colwyn Bay, is Miss Constance Smith, for the last seven years Classical Mistress at St. Paul's Girls' School, London. Miss Smith was educated at Bedford High School, where she won an open classical scholarship to Newnham College, Cambridge. She had a brilliant career at the University, obtaining a first class in both parts of the Classical Tripos. Miss Smith enters upon her new duties in September.

* * *

LIEUTENANT-COLONEL JOHN CONWAY LLOYD, M.C., of Brecon, has accepted the invitation of the Prime Minister to serve on the National Fitness Council for England and Wales. Colonel Lloyd is a County Councillor and Vice-Chairman of the Brecknockshire County Council and a member of the National Fitness Committee for Wales. This Area Committee now includes three members of the National Fitness Council for England and Wales. Sir William Jenkins, M.P., Mr. E. H. Jones, University College of North Wales, Bangor, and Lieutenant-Colonel John Conway Lloyd, M.C.

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THE PROBLEM OF PLAY-READING

By F. R. TREADGOLD, English Master, Dr. Challoner's Grammar School ; Editor, *School Drama*

THE school dramatic society which limits its activities to one, or perhaps two, annual productions in public does not wholly fulfil its function, and necessarily circumscribes its aims. True, such productions entail perhaps a whole term's labour and involve great activity for a great number. But unless the school society is to approximate to the average adult dramatic society, which neither can extend its activities, nor perhaps desires to do so, it is undesirable that during the greater part of the school year dramatic activities should lie dormant. Acting practices, model theatre work and play-readings are aspects of drama which may be profitably exploited.

Of these, a series of play-readings can do much to keep alive the dramatic society, to give practice and opportunity to active members, and properly managed, to stimulate interest in good drama in the rest of the school. In many schools, play-reading admittedly flourishes ; in others, meetings are ill-attended, and the readings listless ; elsewhere, it is frankly unpopular and neglected.

The many difficulties and obstacles to the success of a play-reading account for the comparative failure of many schools to draw the full benefit and values from this activity. These suggestions presuppose attention to speech—a rehearsal is advisable—for many play-readings fail at the outset through lack of preparation. The initial difficulty lies in the simple fact that plays are meant to be acted, not read ; and a reading which captures the imagination of the audience, and creates the desired illusion without the machinery of illusion—stage, action and costume—cannot easily be achieved. There are few entertainments less deserving of the name than a bad play-reading, and therefore such entertainment is not to be undertaken lightly. It entails considerable work for the director, his staff, and the cast.

As an entertainment, attention to choice of play and method of presentation are first essentials.

Obviously, certain plays lend themselves more easily than others to reading. Long plays, it will be found, are more successful than the average one-act play. Of the full-length plays, Shakespeare's poetry, appreciatively spoken, outstrips the scenery and effects of the stage ; similarly, Greek drama depending little on action, free from complexities, majestic in its verse, simplifies the director's task. Such help is not found in modern drama, which conforming to an elaborate stage-technique, loses immeasurably by the exclusion of the machinery of stage presentation. None the less, to omit modern drama from play-readings would be a great mistake. The great thing is to render the reading effective by attention to presentation, so that as much of the illusion of the stage as can be is preserved.

" Cuts," admissible when a play is staged, endanger the success of a play-reading. It is better by far to divide a play into two sessions, rather than cram it, by drastic cutting into a single session of, say, seventy minutes, and thus, in all possibility, obscure the point of the play. Lines here and there, which have simply a stage significance, are certainly best omitted as they serve only to confuse an audience.

An audience by the way is essential to a play-reading ; plays are meant for audiences, and by their reaction the effectiveness of the reading may be measured. Consequently, whatever will serve to capture their interest, render the theme clearly, or create atmosphere should be seized upon. A school audience will be less aware of Brown Major, and more conscious of the part he plays, if a large enough " label," bearing the name of the character is propped up on the desk or table at which he sits. This device is particularly valuable where the cast is large. Further, exits can be indicated by the simple process of concealing, and entrances by exposing the " label " to view. Minor characters, such as pages, servants and the like, do not need this method of identification, and frequently it will be found that they can make their entrances and exits as they would upon the stage.

It is wise to indicate changes of locality, not merely by an announcement from the compère, or by means of a poster, but by actual moving of the characters involved. If the scene alternates between a palace and a tavern, or between Belmont and Venice, a platform may be used for one, and the floor of the hall for the other ; separate the " Murder of Gonzago " from " Hamlet." The reshuffling of such characters as are involved, with their " labels " is a matter of only a few seconds at the end of each scene. Finally, let the significance of the chief characters be apparent ; give a Richard of Bordeaux, a Hamlet, a St. Joan, a roving commission, freedom of movement. (Incidentally, their importance makes " labels " less necessary for them than for others.) If he or she has prepared his or her part well, this will effectively set off the character's importance, and will do for the play-reading what stage-technique does to the play in setting forth the significance of the chief character. Thus, while the other characters sit, a Portia and a Shylock stand facing each other at either end of the semi-circle in the centre of which sits the Duke of Venice on a raised chair. Nor should the use of significant properties be ignored—a pair of scales placed prominently before the Duke suggests more than Shylock's claim ; the example can be multiplied.

A more ambitious method of presentation is the " radio " method. It is worth a trial. The Elizabethan audience was called upon to visualize the scene ; modern radio drama demands imaginative interpretation of the action as well. A play, read behind curtains makes much the same demands upon the audience, gives the director greater scope, and requires of the cast greater attention to the interpretation of character by speech than they are wont to give seated before an audience. Effects, ridiculous in a play read in full view of the

(*Continued on page 360*)

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MESSRS. RIVINGTON beg to announce that they have just published a new edition of

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Room has also been found for sections dealing with some persistent shortcomings in early composition.

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audience, can be fully exploited by a specially trained effects department. A darkened hall assists the illusion, and a loud-speaker, placed before the curtain, will contribute to the atmosphere. If the science department can provide it, a microphone and the necessary electrical equipment will immeasurably assist.

Such a production requires careful preparation, and unless scripts of broadcast plays can be obtained, careful adaptation of the chosen play will be necessary, a difficult, but worth-while labour. Needless to say, a rehearsal is indispensable, especially for the synchronizing of effects and music. The players will enjoy the new experience, and will realize that as characters are distinguishable only by voice, careful interpretation of their parts is of paramount importance. An old man must talk like an old man in the radio method; when the play is read in full view of the audience perhaps this accuracy of characterization would be overlooked. Incidentally, those who are intimidated by an audience, will cast off their nervousness behind curtains. The restraint imposed by the ordinary play-reading is replaced by a freedom which considerably assists the effectiveness of the reading.

Throughout, these suggestions have been concerned with the successful creation of illusion in an audience when a play is read. Just as a play is staged with an eye to the audience, so should a play-reading be presented. Players—and readers—are discouraged by an empty "house." Play-readings thus undertaken as a serious and important part of the school dramatic society's activities will do much to further the aims of the society, and will be found to be of value to players and audiences. To those whose litany includes

"From radio drama and readings of plays
Good Lord deliver us,"

we would say that these experiments in rendering a play-reading effective will repay the labour involved in an excess of enthusiasm in readers and audiences.

PRIZE COMPETITIONS

This month we are departing from precedent by dividing the prize equally between "Bubenberg" and "Torelore," each of whom will, therefore, be ineligible for another prize during the next six months.

The winner of the April Competition was Mrs. T. D. Kerby, B.A., Bonsecours, 72 Orford Street, Ipswich.

We classify the forty-four versions received as follows:

Class I (*a*) Bubenberg, Torelore, Pluto, V. N., Cairnmount, Ardconaig.

(*b*) V. P. M., Brive, Martin, E. P., D. L. H., Calvus, Mál Eclos, Yendu, L. C., Bésigue, G. E. M., H. S. W., A. L. G., Corydon, N. D. G., Mousmée, Fidelis, Ex Or.

Class II.—Old Trident, Woodlea, Memus, Superannuated, Borderer, Château d'If, Mesh, J. R., Fantasia, Trina, D. A. A. P.

Class III.—Numéro, Duo, Auburn, Lee Anderson, X. Y. Z., Silsden, Pheasant, Old Colwyn, Onyx.

PASSAGE FROM "LE BAL DU COMTE D'ORGEL," BY RAYMOND RADIGUET

Anne, que cette scène avait laissé froid, admit qu'il allait peut-être avoir mal. Il eut peur moins de la souffrance que des gestes qu'elle lui ferait accomplir. Il pressentit que peut-être il ne considérerait pas toujours cet aveu comme il persistait de le faire: une inconvenance qui tirait sa gravité d'avoir été publiée. Contrairement aux autres hommes qui se laissent aller à ce qu'ils éprouvent, et songent ensuite aux moyens d'empêcher le scandale, le comte allait professionellement au plus pressé, c'est-à-dire qu'il exploitait son choc, son hébétude, et, commençant par la fin, gardait pour la suite et pour le moment où il serait seul les angoisses du coeur.

Enfin, il semblait comprendre! Mahaut voyait bien que sa phrase avait porté. Attendant et souhaitant une tempête, elle ferma les yeux. Mais Anne regrettait déjà d'avoir pu, par des mots prononcés plus fort que les autres, sortir de son cérémonial. Mahaut tremblante l'entendit donc qui disait d'une voix très douce:

"C'est absurde . . . Il faut que nous cherchions un moyen de tout réparer."

Il y avait entre ces deux êtres une grande distance. Elle rendait impossible à Mahaut de saisir le mécanisme qui amenait cette douceur. Elle se coucha doucement sur son oreiller, comme dans ces rêves qui se terminent par une chute. Ces sortes de chutes réveillent. Elle se réveilla, se redressa. Elle regardait son mari, mais le comte d'Orgel ne vit pas qu'il avait devant lui une autre personne.

Mahaut regardait Anne, assise dans un autre monde. De sa planète le comte, lui, n'avait rien vu de la transformation qui s'était produite, et qu'au lieu de s'adresser à une frénétique il parlait maintenant à une statue.

TRANSLATED BY "BUBENBERG"

Anne, who had been unmoved by this scene, had to admit that there might be pain in store for him. What he feared was less the suffering itself than the heroic actions which it would force him to commit. He had a presentiment that perhaps he would not always regard this confession as he steadily continued to do, namely, as a breach of conduct which was only serious because it had been made public. Contrary to other men who give way to their feelings and then afterwards think out a means of avoiding scandal, the Count, true to his calling, went straight to the point of importance; that is to say, he made the most of the shock he received, of his dazed surprise, and, beginning at the end, reserved any pangs of emotion for later on, until such time as he should be alone.

At any rate, he seemed to have understood! Mahaut was well aware that her words had struck home. Expecting and hoping for an outburst, she closed her eyes. But Anne was already regretting that, by the emphasis he had laid upon certain words, he had been capable of a departure from his formal code. Thus it was that Mahaut, trembling, heard him say in a very quiet voice: "It's ridiculous. We must find a way of setting all to rights."

Between these two personalities there was a great gulf. This made it impossible for Mahaut to realize what workings of the mind had produced this gentleness of manner. She lay down quietly on her pillow, as in one of those dreams which end with a fall. This sensation of falling wakes one up. She awoke and sat up. She looked at her husband, but Count d'Orgel did not notice that before him was a different person.

Mahaut, from her seat in another world, went on looking at Anne. As for the Count, he, from his own planet, had seen nothing of the transformation that had taken place, nor did he realize that, instead of speaking to a frenzied women, he was now addressing a statue.

(*Continued on page 362*)

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TRANSLATED BY "TORELORE"

Anne, whom this scene had left impassive, realized that perhaps he was going to be hurt. He felt afraid, not so much of the pain as of the gestures into which it might betray him. He foresaw that perhaps he would not always consider this confession as he now persisted in doing—as an impropriety whose only gravity lay in its publicity. Unlike other men who give free rein to their feelings and only afterwards think of how to prevent a scandal, the Count, with true professional touch, attended to what was most urgent, in other words took advantage of his dazed and numbed condition, and beginning where others leave off, kept his personal anguish until later, when he should be alone.

At last he seemed to understand! Mahaut saw that her words had sunk in. Awaiting and desiring a storm, she closed her eyes. But Anne already regretted that by raising his voice, he had been false to his code of behaviour. So Mahaut, trembling, heard him murmur gently: "It's absurd. . . . We must find a way to set it all right."

Between these two there was a great gulf. It prevented Mahaut from grasping the process which had brought about this gentleness. She sank gently back on to her pillow, as into one of those dreams which end in a fall. Such falls awaken the sleeper. She awoke and sat up. She looked at her husband, but Count d'Orgel failed to see that he had a different person before him.

Mahaut looked at Anne, as from another world. From his planet, the Count had seen nothing of the transformation which had taken place, nor that instead of addressing a fury he was now speaking to a statue.

One competitor suspects us of inflicting a *poisson d'avril* upon him. Such was not our intention, though we must confess to a little mild *malice* in introducing a male character whose name—as occasionally among Catholics—is Anne. As we received fewer entries than the average number for a French prose translation, we fear that some of our regular competitors may have been discouraged by the apparent obscurity of the passage set. If so, we are sorry; but actually, of those who did compete, all but a dozen correctly deduced that there are two persons only present—Anne, Comte d'Orgel, and his wife, Mahaut. The *scène* is not a spectacle, but a verbal outburst, drawn from Mahaut by her husband's refusal to take seriously her confession that she is in love with some one else. The word *oreiller* (*pillow*, not *cushion*, "Numéro") is a clue to the fact that it is a bedroom scene. We did not exact any heavy penalty from those who introduced a third character, a "not impossible she" named Anne, because it might have given an unfair advantage to those who happen to have read the book. It is, by the way, a remarkable little novel, written by a young man of twenty who died a year later, and who combined a classic economy of style with an insight into human psychology quite beyond his years.

The first two versions were so nearly equal in merit that we were quite unable to decide which was the better. Something very like a perfect rendering could be made by collating the two. "Bubenberg" rather exaggerated *gestes* by translating them as *heroic actions*, although right in thinking that the word has something more "to it" than mere *gestures*. Some such phrase as *dramatic gestures* would have filled the bill. Again, *think out* is too definite for *songer à*; a good rendering of this was "V. N's" *cast about for*. "Bubenberg," however, expressed the exact shade of meaning conveyed by *regrettait d'avoir pu sortir*, while "Torelore," like many others, was content with the simple *had been*. "Torelore" also had a cacophonous sentence—*an impropriety whose only gravity lay in its publicity*—which we feel sure he would have altered if he had read his version aloud before posting it. Finally, *une frénétique* is a *frantic* or *frenzied* woman rather than a *fury*.

Neither prizewinner divined the meaning of *professionellement*, but it had not occurred to us, when setting the passage, that competitors might fairly assume the word to be a reference to the Count's calling. Actually he was one of the idle rich. "Cairnmount," with *deliberately made it his practice* and "Martin," with *made a point of*, probably guessed the author's intention most accurately. Another word used in an unfamiliar way was *admit*, neatly turned by "Ardconaig" as *could not deny*. *Recognized* ("Pluto," "Martin") was also good, and *allowed* ("Cairnmount") expressed the exact meaning if we "allow" Americanisms!

Class I (*a*) are highly commended. "Pluto's" chief lapse from grace was in the first sentence, where he said that the Count was *on the point of being perturbed*. "V. N.," after an admirable start, had a few inaccuracies, notably the translation of *distance* by *estrangement*. Class I (*b*) all offered up good translations, with not more than one or two mistakes of any importance. We were surprised that so many, including experts like "Brive," "Bésigue," "H. S. W.," "Fidelis" and "Ex Or," thought that *avoir mal* could mean *to be ill*. They must have been thinking of the expression *se trouver mal*, where *mal* is, of course, not a noun. We had this idiom in a French poem last year:

Je suis sans regret, mais j'ai mal.

Several good translators also disappointed us by leaving *exploitait* as *exploited*, a word which seems to us to need elucidation here. A mistake rather prevalent in Classes II and III was the translation of *au plus pressé* by *at full speed*, or words to that effect.

* * *

The last French verse competition (the Epitaph) leads "Urbanus" to raise once more the question of feminine or disyllabic rhymes. We have already stated our views on this point in reference to German verse translations, but if "Urbanus" does not compete in that language he probably missed our remarks. Other things being equal, we give preference to a verse translation which follows the metre and rhyme-scheme of the original, but we make no hard and fast rules about this. The laws of French versification are very different from the English, and although the rhymes in *sobres* and *Octobres*—to which "Urbanus" refers—are technically monosyllabic, we cannot agree with him in condemning the use of *sober* and *October* in a translation. It seems to us to give a better impression of the original than if these words are rejected and monosyllabic rhymes substituted.

"Ex Or" was thrilled by the derivation of *livelong* mentioned in our comments last month, and gives us in return the astonishing origin of the word *agnostic*. T. H. Huxley, it appears, said that with regard to the Christian faith his motto was "agnosco," and this howler gave our language a new word.

Our thanks to "Calvus" for the kind remarks in his note.

A prize of Two Guineas is offered for the best translation into English verse of the following poem by Ramón de Campoamor:

(*Continued on page 366*)

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En el cristal de un espejo
A los cuarenta me vi,
Y, hallándome feo y viejo,
De rabia el cristal rompí.

Del alma en la transparencia
Mi rostro entonces miré,
Y tal me vi en la conciencia
Que el corazón me rasgué.

Y es que, en perdiendo el mortal
La fe, juventud y amor,
¡ Se mira al espejo, y . . . mal !
¡ Se ve en el alma, y . . . peor !

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more than ONCE *during a given year, though the name of the competitor gaining a first prize will be published each month.*

All entries for this month's competition, which must be accompanied by the coupon printed on page 392, *must reach the office by the first post on July* 1, 1938, *addressed* "PRIZE EDITOR," The Journal of Education, *Ludgate Broadway, E.C.* 4.

THE Secretary of State for Scotland, as Vice-President of the Committee of Council on Education in Scotland, has appointed Mr. W. F. Burton to be Secretary to the Advisory Council of the Scottish Education Department, in succession to Mr. R. T. Hawkins, who has relinquished the appointment on his promotion to another post in the Department.

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School Holidays and Examinations

One of the new words, or adaptations of existing words, to convey a hitherto unexpressed meaning is the awkward and scarcely euphonious "staggering." This onomatopoeic word, once associated with the tipsy or the decayed and ageing part of mankind, has now within less than a year acquired a special meaning. We hear of "staggered" hours of work suggested as a means of reducing London's rush-hour traffic. And within the last few months the "staggering" of holidays has become the theme of leading articles and of at least one B.B.C. talk.

"Staggered" or "spread-over" holidays have suddenly become a matter of practical politics. The Committee presided over by Lord Amulree which has been investigating the question of payment for holidays has now produced a report which illuminates a big social problem. Its recommendations have received general approval, and within the near future it will be found that payment for holidays will become an integral factor in questions of hours and conditions of employment. Soon it will be a legislative requirement that holidays shall be paid for by employers. This long-needed social reform will mean that some millions of our countrymen who have hitherto had to deny themselves an annual holiday, because they received no pay for it, will now resort to mountain, coast or country for a welcome break from work.

When parents take holidays, their children must go with them. If our holiday resorts were three to four times more commodious than they are, every one

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could take holidays within the general limits that now prevail, that is between the third weeks of July and September. But seaside municipalities and railway chiefs are unanimous in saying that there is neither accommodation in lodgings nor on the trains for the greatly increased numbers who will leave home for an annual holiday when holidays with pay are general. Thus "staggered" or spread-over holidays have become an urgent question, and the schools must therefore soon help to make it easy for parents to take their children with them for holidays outside the already crowded days between late July and early September. Hitherto, parents' holidays have had to be arranged to fit in with school holidays. In future the school holidays will have to be devised to suit those of the parents.

The holiday season will inevitably have to be extended to include June and late September. Thus the school holidays which in secondary schools extend from about July 22 to September 20 will have to be rearranged somehow. Primary school holidays are generally concentrated in August (though in parts of Lancashire and Yorkshire they are often arranged to come before or after August according to local industrial needs). But secondary school holidays have varied very little from the limits mentioned above, and one special factor has fixed those limits almost irrevocably. That factor is the period in which school examinations are held.

The examination period for secondary schools covers the end of June and the greater part of July. Hitherto any suggestion that this period should be varied has been rejected almost without discussion. It comes just before the longest holidays in the year, at a time when university dons can help to set the papers. The answers to these papers can be marked by assistant examiners, many of whom are teachers able to do the marking during the spacious weeks of the long vacation. But the " spreading " of holidays for parents will allow of no further delay or argument. School examinations will have to be held at some other period than the existing one. The only question that remains to be decided is—when ? It is not an easy question to answer.

The eight examining boards will have to arrange for the examinations to take place earlier or later than they do now. " Earlier " means May or even March. " Later " means some time between the end of September and the middle of December.

The earlier period will probably be ruled out of consideration. It is notorious that sickness is more prevalent during the spring term than at any other time. Epidemics of measles and influenza occur then rather than in the summer or autumn, while the ravages of the unconquered common cold are at their highest from January to April. Moreover, the vitality of staffs and pupils is noticeably less vigorous during these months. There are thus good reasons for removing the examinations to the later date—that is to the autumn term, and December appears to be the most convenient time.

On the other hand, to hold school examinations during the autumn will raise fresh difficulties. The university year begins in October. What of the candidates for university scholarships or exhibitions awarded on the result of the higher certificate examinations ? How can the arrangements for their entrance to the university be left to so late a date ? How is the school organization to be planned so as to take account of a long summer vacation a month or two before the examinations ? Moreover, the present school year runs from September to July : these limits will have to be changed—and in which direction ?

The present school year falls into three terms—autumn, spring and summer, which are of approximately equal length. Any change in the examination period may involve a recasting of the present school terms, a change which is in any case inevitable if school holidays are " staggered." Indeed, the more closely the question is examined the more complex it appears to be. Yet solved it must be, and quickly.

Nevertheless, problems of school organization are never absolutely insoluble. Teachers and administrators have found ways of dealing with other knotty problems—such as for example school grants and teachers' salaries. Even though the " staggering " of holidays and the concomitant rearrangement of school examinations will only be devised at the cost of considerable inconvenience, some solution is possible which will prevent damage to the organization and to the framing of the curriculum. Early and intensive consideration of the problem is called for, and secondary teachers must particularly be alert to contribute their full share to the necessary discussion of the issues raised.

Two final points arising out of this question remain to be mentioned. One is the incontrovertible fact that holidays are not only a period of recuperation and rest, but also a valuable opportunity to build up strength for the trying winter months ; thus it would appear essential to avoid arranging the holidays at so early a date that they are followed by a long and unbroken period at school culminating in Christmas : some kind of relief vacation in October must be found where the general holiday is locally fixed to fall in June.

The other point is the possibility of replanning the school year in quarters instead of in thirds as at present, a practice formerly prevalent in the old grammar schools and Oxford and Cambridge.

All these points are under consideration by interested bodies, and progress towards definite decision is being recorded. Notification has already been made in the Press of the opinions expressed at a meeting of representatives of the Board of Education, Local Education Authorities and teachers' associations held on May 25th. The most important of these is that external school examinations should be removed from the summer holiday tract—a decision which we thoroughly support.

MESSRS. H. F. and G. WITHERBY, LTD., have issued a booklet dealing with their new and current books. Among the new books is the ninth volume of the *History of the English Novel*, by Dr. Ernest A. Baker, entitled *The Day before Yesterday*. Messrs. Witherby specialize in natural history and " outdoor " books.

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OCCASIONAL NOTES

School Certificate Reform.

WE understand that the Secondary Schools Examinations Council has been discussing changes in the School Certificate Examination, and has prepared recommendations for submission to the Board of Education. The Group System may be retained in name but in little else. To gain a certificate, it is proposed that a candidate should be required to satisfy a test in English and to pass in five subjects chosen from at least two groups of which one must be either Group 2 or Group 3. It will be seen that, in effect, there will now be two groups, the first compulsory and consisting of the present Groups 2 and 3, the second—which need not be taken at all—consisting of the present Groups 1 and 4. This seems a peculiar way of ensuring a balanced curriculum, but it certainly allows more freedom in the choice of subjects and, hence, opportunity to experiment with curricula. It is further proposed that one credit should no longer be required among the five passes although the credit standard is to be retained. All subjects passed in are to appear on the certificate, three standards being recognized ***and recorded***, pass, credit and very good. We welcome the proposals. It is understood that the Council will recommend that experiments should be allowed before deciding upon the character of the English test but suggests that it should be on the lines of the present English language paper in the Northern Board's Examination, but somewhat easier. Something shorter would seem to us to be sufficient.

The L.C.C. and the Board.

SOME surprise and consternation has been felt at the attitude of the Board of Education toward the very moderate proposal of the London County Council to reduce the maximum rolls of infant classes from 46 to 44 and junior classes from 44 to 42. "This is a proposal," it says, "which, in present conditions and especially local conditions in London, the Board does not see its way to accept. It has for some time past been observing, with growing concern, the situation created by the fact that the rules governing the appointment of teachers to the authority's service operate in such a way as to make the transfer of teachers from one school to another dependent upon considerations other than considerations of the educational efficiency of the schools. The Board's most recent information on this subject indicates that a point has now been reached at which it must be said that the qualifications of the staffs of individual schools are ill-balanced, and that remedial steps must be taken." It is added that when the Board is satisfied on this point it will be prepared to discuss improvement in staffing. The argument does not seem to us to be relevant. Why should improvement in staffing standards await the settlement of the other issue? Earl Stanhope, speaking at Sevenoaks, said that to reduce the maximum size of classes to 30 would cost £15,000,000 for additional class-rooms and £11,500,000 a year for salaries and pension contributions. "I prefer steady progress," he said, "not progress by fits and starts." But this latest pronouncement of the Board would appear to veto even the smallest attempts at removing what is perhaps the greatest evil of our educational system.

A.R.P. Plans:

LAST month this *Journal* expressed the opinion that in congested areas the evacuation of children in war time was the only solution which would satisfy both parents and administrators. Particular interest therefore attaches to a suggestion made by Prof. J. A. Ryle in *The Times* that a scheme should be devised to secure adoption of city boroughs, districts and streets by counties, small country townships and villages. With schools as collecting and receiving stations, one teacher allotted to every fifty children, and one boy scout or girl guide to every ten, marshalling and control in transit should be possible and effective. Arrangements for reception and redistribution to mansion or school or farm or cottage would be the concern of committees in the small towns and villages. Rationing depots would have to be established in or near the country towns. Children of one family should, so far as possible, be kept together. The first evacuations should be of children between 5 and 15. Mothers with smaller children would require a separate organization. The billeting possibilities in the country districts would need to be carefully investigated, and statements of the available accommodation communicated to suitable headquarters. For the village-citizens of England the scheme would present a task, exacting and anxious indeed, but stimulating alike to their humanity and warming to their hearts. Some such scheme would constitute a more potent and practicable contribution to defensive morale than most of the physical measures for protection at present under review.

Plans for Evacuation.

THE proposal certainly seems to be worthy of careful examination. As others have pointed out, no definite plans for evacuation have yet been made. It is urged with considerable force that the evacuation of the child population should be dealt with as an integral part of the scheme of transfer of the civil population. That would mean modification of Prof. Ryle's suggestion. But we consider that the need for early discussion is urgent. We are told that Paris is far ahead of London in this respect, for 2,000 trains and 12,000 lorries have already been earmarked for evacuation purposes and billets and feeding arrangements have been settled. All this could be done without unduly alarming the children. They need not even know much about it. But, without wishing in the least to incur the accusation of being alarmists, we have sufficient knowledge of what air-raids on large towns mean to be convinced that very definite and detailed plans ought to be made. Concentration on rearmament is not enough, and

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although we have not altered the view we expressed that international conciliation is the greatest precaution that can be taken, we must, in the present state of the world, not be blind to the possibility that it may fail.

MANY teachers and associations of teachers are giving active consideration to the subjects of careers, and the Assistant Masters' Association in particular has realized the importance of this matter. It has already formed a Central Careers Committee, and is considering the setting up of regional careers committees. Indeed, one of these has already been constituted in London. In the May *A.M.A.* Mr. W. Savage, Careers Master at Robert Gordon's College, Aberdeen, gives an interesting outline of the methods he employs in a secondary school of almost a thousand boys where the careers master is a full time teaching member of the school staff. The method ensures that family details are known, and that summarized information is available before an interview takes place. Very complete school records are kept, news as to prospects in different occupations is compiled, and when vacancies are notified to the school the utmost care is taken in putting forward suitable boys. Evidently very useful work is being done. We note also that *The Spectator* has begun a short series of articles on the subject, the introductory one being contributed by Mr. E. D. Laborde, of Harrow School, who stresses the outstanding influence exercised by a good home.

Careers Masters.

AN unfortunate situation has arisen at Pontypridd, where the Education Committee has adopted regulations restricting the powers of the teachers to inflict corporal punishment. These regulations forbid the use of such punishment in infants' and girls' schools, and provide that only head teachers shall give corporal punishment, which shall be limited to two strokes for one offence. The National Union of Teachers has taken up the matter seriously, and Sir Frederick Mander, in a letter to the Authority, says that teachers will be advised to avoid recourse to corporal punishment so far as is possible, but that should a situation arise which, in their opinion, can only be dealt with by the administration of proper and reasonable corporal punishment for the purpose of maintaining discipline, and also for the well-being of their schools, then, notwithstanding the authority's restrictive regulations, any teacher who, after the most careful consideration, deems it necessary to administer such corporal punishment shall, in the event of the authority dismissing him for a breach of their regulations, be accorded the fullest support of the Union. These are grave words. It looks as though the Authority had adopted its regulation without previously consulting the teachers. Perhaps even now a conference would find a way out.

Corporal Punishment.

ALL SOULS COLLEGE, Oxford, celebrated its fifth centenary on May 20, for on that day in 1438 was sealed the Charter granted by Henry VI incorporating a society "All Souls College" or "The Warden and College of all Faithful Souls deceased of Oxford." Its founder was Henry Chichele, Archbishop of Canterbury. All Souls originally consisted of a Warden and forty doctors or masters. It is an early example of a graduate college, and this characteristic still remains. To its special study of law, political economy was added after the War. The College is famous for its brilliant list of Fellows, many of whom have occupied, and to-day occupy, important positions in Church and State. Lawrence of Arabia was appointed a Research Fellow after his brilliant exploits in the War. If, as is strongly hoped, a graduate college is shortly to be established in London for the study of law, its title will be of a more secular character. May it have the good fortune to attract to its service an equally brilliant band of scholars!

All Souls, Oxford.

MR. H. L. EASON, the new Principal of the University of London, in succession to the late Sir Ernest Deller, made his *debut* on Presentation Day. In his first report, he referred to the "phenomenal growth" of the University since its reconstitution in 1900. The numbers of candidates for examinations in 1936–37 reached a total of 45,999 and the fees amounted to £188,418. An amount of £989,894 was expended by the Court, including the distribution of public grants to schools, institutions and departmental institutes. There has been a marked increase in examinations at overseas centres and, at the request of the Foreign Office, in many foreign countries. The Library will be completely removed in the coming long vacation from South Kensington to Bloomsbury. Reference was made to the revised layout of the Bloomsbury Site under which the garden of Torrington Square will be preserved and surrounded by institutions, including Birkbeck College and the School of Oriental Studies; and the intention was expressed of building a new Students' Union with facilities for physical exercise. Towards the cost of this the University Grants Committee have offered £35,000 and the National Fitness Council half the cost of providing physical training facilities up to £35,000; and at the annual dinner the Chancellor announced a generous gift of £50,000 from Lord Nuffield. Therefore, in the next three or four years, as the Principal said in concluding his report, "there would be still more evidence of the realization of the ideals of those who, notwithstanding opposition, chose the present site in Bloomsbury for the future development of the University."

University of London:

TWO important resolutions were adopted at the meeting of Convocation on May 10. The first demanded the re-publication of the list of graduates, the printing of which in the Calendar was discontinued some years ago. In moving the resolution, Mr. Stewart Cook directed attention to the grave danger of the destruction of the records by fire or air raids. Cases occur of persons posing as graduates, and unless a list of graduates is available for ready reference this risk is increased. In

Meeting of Convocation.

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a sense, the list of graduates is a professional register, and it is necessary in the public interest that names and qualifications should be published. The other resolution, moved by Mr. Lloyd Humberstone, proposed that the election of Chairman of Convocation should be conducted on the same procedure as the election of Chancellor, due notice being given, and nominations invited, whenever an election is impending. The Chairman of Convocation is one of the most important officers of the University, being an official member not only of the Court and of the Senate, but of all the important councils and committees. He has great responsibilities in protecting the interests of graduates and in promoting the interests of the University as a whole. At the same meeting, Mr. S. L. Loney was re-elected Chairman for a further period of four years.

NO one will regret the demolition of the bungaloid building of the Institute of Historical Research on the Bloomsbury Site, an unsuitable structure for such a valuable site. To make way for Birkbeck College, the Institute has been transferred to temporary quarters in the main block of the University building, where its library of 55,000 volumes, *fabrilia fabris*, is now installed. When the necessary funds are collected, the Institute will find its permanent home in a new wing. The Institute, established in 1921 through the exertions of Prof. A. F. Pollard, serves as a clearing house of historical research to which scholars resort from all over the world. Prof. Trevelyan has compared the growth of historical records to a tropical forest through which historians of the future will have to find their way. There is a strong history school in London University and the Institute is an outstanding example of co-ordination and co-operation between colleges in a common purpose.

Institute of Historical Research.

PUBLIC men are not immune from criticism. Sir Ernest Graham-Little, Member of Parliament for London University, took proceedings for alleged libel in an article published in the *University of London Union Magazine*. The action was settled by agreement, the defendant admitting that the words used could be construed as suggesting that Sir Ernest had in some way been guilty of conduct which cast a reflection on his personal honour but " there was no vestige of foundation for any such imputation." The action arose out of the system of open voting in the University of London election of a Member of Parliament. This permits the candidates or their agents to ascertain how electors vote. The practice is presumably legal though it was stated during the trial that the same procedure is not adopted at Oxford and Cambridge. When voting is conducted by post there must plainly be a strict scrutiny of the voting papers. Convocation of the University of London has adopted a resolution in favour of the ballot (or secret voting) ; and if there is strong feeling on the question, means should be found of effecting the change desired though the present system offers some practical advantages, as Sir Ernest has maintained.

Open Voting.

MR. JENKYN THOMAS, a former President of the Incorporated Association of Headmasters, may be assumed, from the importance of the high office he has held, and from his long experience as head master in secondary schools in London and in Wales, to know—and have heard—a very great deal about how appointments in the teaching service are made in Wales. At a recent speech day in a Welsh secondary school he voiced publicly a feeling of uneasiness which has existed in Wales for a long time. For many years, he said, Welsh education had been the envy of England, and Wales had been a pioneer in public secondary education, but now things were said about Welsh schools which were wounding to any Welshman who loved his country. He deprecated an extreme nationalism which made it impossible for an English teacher to obtain an appointment in a Welsh school : the inevitable reaction would be that English schools would be closed to teachers from Wales. Again, it was being said freely that service and efficiency counted less for appointment and promotion than political views—if acceptable to " the party in power " on the local education authority—family or religious connections, and personal services rendered by applicants to members of the authority. It was even said that a regular system of bribery in appointments was in regular operation amongst some Welsh authorities. Mr. Thomas's remarks have provoked acute controversy, and have evoked the support of the South Wales and Monmouthshire Economy Association and a reply from Sir William Jenkins, Chairman of the Glamorganshire Education Authority and one of the biggest figures in Welsh education to-day. Sir William challenges Mr. Thomas to come out on a public platform, name a public authority guilty of the charges, and produce documented evidence.

Welsh Educational Appointments :

WHETHER the charge be true or not, Mr. Thomas will probably be unable to produce his evidence. Circumstances are all against him. The laws of libel and slander are too " tricky " for any but the most experienced legalists or the most foolhardy fanatics to risk getting into the net. Where could Mr. Thomas get his evidence ? Mainly from teachers of course. If still in the service, will they be likely to volunteer to give it ? If they did, could they bring corroboration ? If out of the service—as Mr. Thomas is —would they be likely to risk disturbing " the last few years of peace " with acrimonious controversy, and turn " peaceful autumn into chilly winter " ? It is certain that Mr. Thomas has spoken in deep sincerity, and that he has, undoubtedly, voiced the feelings of a not inconsiderable number of his countrymen. But the matter will certainly rest there. Others have made similar protests—Prof. Gruffydd was one—with no result. The Board can do nothing. How can it ? It leaves local education authorities to do the work of appointment, provided the rules of efficiency are maintained. The local education authorities can do nothing. The guiltless ones do not need to do anything and the

Is it true and, if so, what can be done?

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guilty ones will not. If there is bribery, it is done in the greatest secrecy. Those who bribe and those who are bribed "won't split." There is a substratum of truth in what Mr. Thomas says but the root of the trouble lies not in vice but in ignorance, nor is it confined to Wales. "Help your pals" is a slogan which is just as well known in Primrose League circles as in Trade Union circles. If the "teaching profession" really is a profession then it should bann this business of canvassing and currying favour and stand proudly on its own legs. That would stop it!

THE Juvenile Employment Committee of the Carnarvonshire County Council reports that very few boys leaving the primary schools go in for agriculture—only thirty-one out of 234 boys and girls granted exemption under the "up to 15" bye-law, went into agricultural work last year. This is a common complaint throughout the rural area of England and Wales. It is aggravated in Carnarvonshire by the fact that the slate-quarrying industry is enjoying a boom, and that seasonal employment in the large seaside resorts offers far superior financial inducements to agriculture. What is the remedy. Compulsion and "Labour Camps"? This is a democratic country. Rural vocational education? Can it seriously be contended that our rural senior schools, excellent as their equipment may be for teaching rural crafts and science, will induce young people to remain in the countryside so long as wages are low, life—on modern standards—is monotonous, and continuity of employment uncertain?

Back to the land!

AGRICULTURISTS say the industry cannot bear the cost of higher wages and re-housing farm labourers. If this be so, then it is the Government's business to look after this, the most important of our national industries, and to publish the facts in a simple comprehensible form so that all—educationists and consumers—may come to the rescue. Why is it that the rural areas are generally the most backward educationally? Agriculture is now very largely exempted from rates, on which an efficient educational service bears heavily. What do the farmers really want? a pool of ignorant labour to pay badly and move about as they, the farmers, like? But we are so often told that the work of the agricultural labourer calls for the highest skill, intelligence and knowledge. Without better education can the new scientific farming be put into widespread operation in this country, and, if it cannot, can agriculture survive in the face of the keen competition of to-day? The "school leaver" of to-day knows more than his predecessor of twenty or thirty years ago and "wages, conditions and prospects" count with him. Why shouldn't they? We have trained him to a higher standard of intelligence and knowledge. Is that socially or morally wrong?

A New Standard.

AS a result of recommendations made by the Committee presided over by Lord Alness the sum of £43,000 is to be set aside from the Education (Scotland) Fund in order to enable the Scottish universities to meet their financial obligations more adequately. Although aid to universities has been a legitimate charge on the Education Fund for the last thirty years, is only now to be called on. The universities have evidently had doubts about the wisdom of advancing a claim lest it should involve some form of control by the Education Department; but the financial position of the two large universities is such that without some substantial addition to their resources their educational work would be seriously hampered. Accordingly, it is proposed that £21,000 should be allocated to Glasgow, £13,000 to Edinburgh, £5,000 to St. Andrews and £4,000 to Aberdeen. As both Glasgow and Edinburgh are faced with deficits in the present session, payments of £12,000 and £4,000 respectively have been recommended for the current Treasury year. It has been stated at various times that Scottish universities were more liberally treated than the English universities, but the report of the Alness Committee does not lend any support to such criticism. English local authorities pay twice as much of the total university income as the Scottish local authorities do.

Financial Aid for Scottish Universities.

THE secondary school comes in for some acute criticism these days. The teacher is made to bear the blame for the faults and failings of modern youth. This attitude on the part of the public was strongly criticized in an address by Mr. James J. Robertson, Rector of Falkirk High School. He suggested that one reason why the secondary schools were not better was that the people were not better. The secondary schools were simply mirroring a society which had lost its way. He had often heard it said that just because the Church was losing grip and because the Press and Cinema were so strong and often so corrupt the schools must produce a saner and better generation. But it was not common sense to regard teachers as a sort of salvage corps in a degraded generation. A further reason why secondary education was not better, he thought, was that they were weakening the work of the first two secondary years by a ridiculous misuse of the specialist. Teaching five subjects to one class made a teacher; but teaching one subject to five classes only made a specialist. In the new secondary education there would have to be a place for the man of high culture, able to bring children through these difficult years.

Secondary Education—why is it not better?

AT a recent conference of education authorities in Scotland, Prof. M'Clelland, St. Andrew's University, speaking on "Selection for Secondary Education," said that the usual procedure was to arrange the pupils in an order of merit, and for this purpose there were four main devices—a uniform examination, teachers' marks, intelligence tests and standardized scholastic tests. Varied opinions about the relative value of these devices were held, but

Selection for Secondary Education.

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the evidence on which to found a sound valuation was not yet available. The only conclusive way in which to settle the relative value of these methods was by a follow-up investigation in the secondary schools. A number of such investigations had already been made, and the general result was that intelligence tests were somewhat better than ordinary examinations but that both were astonishingly poor in predictive value. If we had 360 applicants for bursaries, of whom 300 were fit and 60 were unfit, by merely putting the names in a hat and drawing out the first 300 we would have 100 wrong selections. That is 50 fit pupils would be refused bursaries, while 50 unfit pupils would be granted bursaries. With the ordinary examinations, as attested by four careful investigations, the number of wrong selections would be 94. In other words the ordinary method of selections is little better than selection by pure chance. On such evidence the need for further investigation is clamant.

MR. RAMSAY MUIR'S address at the annual meeting of the Historical Association, printed in full in the current number of *History*, is worthy of attention by others besides the teacher of history. There are, he says, some periods which we now see, as we look backwards, to have been the beginning of new eras. He believes that we ourselves are living in such a period and in the course of his address he gives the reasons on which he bases that belief. One of the points he stresses is the condition of interdependence which has brought the whole world into one political and economic system. He quotes a French writer who puts this point in humorous fashion. An average middle-class Frenchman is described as rising in the morning to wash himself with soap made of West African nuts, and dry himself with a towel made of cotton grown in Texas and woven in Lancashire. He then puts on a shirt and collar made of Russian linen, a tie of Japanese silk, a suit of clothes of tweed made in Yorkshire from Australian wool, and a pair of shoes made from the hide of an Argentine ox, tanned with German chemicals. He goes down to the office in an Italian car, dictates letters to be typed on an English typewriter, and signs them with an American fountain-pen. As at last he sinks to sleep beneath his quilt of Norwegian duck-feathers, he proudly reflects that France is self-sufficient. The moral is obvious. No nation can try to be self-sufficient without ruinous consequences, and any nation which makes the attempt is blind to the whole trend of modern history.

History in our time.

AN innovation has been introduced at the San Francisco Municipal Museum which deserves the attention of educationists, because it is an extension of the Public School Museum to wider spheres. The authorities have added a Junior Museum, where chiefly toys, games and hobbies are shown. Attached to this are playrooms and work-rooms where children are encouraged to participate actively, under the supervision of trained leaders, in the making of things and, later, in the exhibition of their handiwork. In this way, the principles of art as well as deftness in manipulation are inculcated by way of "play." The enthusiasm thus aroused prepares the juveniles for a better appreciation of the exhibits in the main museum, while having a beneficial effect on school work. A museum of this type, but on a more grandiose scale, will be a feature of the Children's Building at the San Francisco, 1939, Exhibition, to be held on the 400-acre man-made Treasure Island in the middle of the Bay, in view of the two great bridges, the completion of which the Exhibition is to commemorate.

Children's Museums of Art.

OXFORD UNIVERSITY is rebuilding its Bodleian Library on a magnificent scale and Cambridge "has completed the corresponding process." London University is in the final stages of housing its library on the Bloomsbury Site. On May 21, Lord Baldwin, Chancellor of Cambridge University, opened the new Harold Cohen Library of the University of Liverpool. The architect, Mr. Harold Dod, has designed a building capable of holding 1,000,000 volumes, thus providing for many years to come. There is a main reading room of 112 ft. by 38 ft. and 25 ft. high, seating 120 readers; and a Journal room 40 ft. by 30 ft. to accommodate 48 readers. The building is air-conditioned—what a blessing if libraries in future lose their characteristic aroma! The total cost of the new building is approximately £95,000. With its great Cathedrals and great University, Liverpool evidently means to maintain its civic reputation.

Liverpool University Library.

THE seventh annual report of the Pilgrim Trust states that £100,992 was disbursed in 1937, the highest figure since 1933. Social service, including grants in aid of research, has received a total of £494,122 since the establishment of the Trust; and the preservation of our national heritage of architectural and scenic beauty and other treasures has received £287,063. Generous help has been given to the welfare of the unemployed. A grant of £14,000 has been promised to the new National Institute of Economic and Social Research. The promotion of education does not appear to be among the objects of the Trust activities, possibly because public responsibility for education is so fully recognized. We should have expected that some educational purposes, not of a routine character, would have come within the Trust's ambit, especially in view of its American origin.

Pilgrim Trust.

THE fiftieth anniversary of Matthew Arnold's death attracted more homage from literature than from education. His poetry and other contributions to literature have withstood the audits of time. But his main life-work was educational. He was appointed one of His Majesty's Inspectors of Schools in 1851 and served for thirty-five years. His *Reports on Elementary Schools* 1852–1882, remains a classic for historians of education, throwing a

Matthew Arnold:

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strong light on education during this formative period. He made three visits to Continent at the request of Royal Commissions, and his official reports on these visits also have an honoured place in educational literature. His slogan, "Organize your secondary education" fell on deaf ears. Technical education received prior consideration; but the belated reform of secondary education had not less important effects. Perusal of his educational writings gives rise to a feeling of regret that inspectors to-day do not enjoy the same privilege of candour. The Board of Education office must contain many inspectorial reports well deserving of publication.

A Suggested Memorial.

MATTHEW ARNOLD was the son of Dr. Arnold, Head Master of Rugby. Mercifully, as a writer in *The Times* comments, Matthew did not inherit his famous father's "strenuous earnestness." On the contrary, he habitually indulged "a strong propensity to raillery"; but his fun was never ill-natured. Dr. H. J. Spencer's recent autobiography reveals that his successors sometimes relieve the tedium of their work by sallies of humour. Dr. Arnold was an original member of the Senate of London University and tried, without success, to establish the principle of compulsory religious knowledge; and Matthew played the *rôle* of candid friend of the University. Father and son embody a great educational tradition. Could not some memorial be created recognizing this tradition? For example, the Institute of Education in the University of London might with advantage be given the more distinctive title "Arnold Institute of Education."

Examination Failures.

THE sympathy of the leader writer in *The Times* has been extended to the examination candidate who, having failed in one or more subjects, is obliged to take the whole examination again. "No wonder," he writes, "that some, in a game where their whole career is at stake, lose heart and develop a sense of inferiority which is the surest guarantee of failure at the next attempt." Both superiority complex and inferiority complex are regrettable results of our examination system! Sometimes, famous generals return to their old schools and exhibit themselves as examples of men who have overcome their inferiority complexes induced by school examinations. From the educational standpoint can there be an objection to allowing a candidate who has failed in one subject to take that subject only at an ensuing examination? This is the practice in some London University examinations. The winnowing effect of examinations may be affected by this reform, but justice to the individual candidate is a more important consideration.

THE OPEN-AIR SCHOOLS OF NEW ZEALAND

By DONALD COWIE, Author of *New Zealand from Within*

THE remote, sparsely populated and youthful British Dominion of New Zealand has provided the world at large with a surprising number of popular and practicable schemes for improving the standard of living of the people. The Plunket system of child welfare, founded by the Sir Truby King who died recently, has been successfully adopted in every second country. The New Zealand arbitration method of fixing wages and hours of work by means of written awards is another of the innovations to be universally admired and imitated overseas. But it is possible that the New Zealand invention of the open-air school will eventually secure wider recognition than either of these reforms, and will be regarded as this little land's outstanding contribution to educational progress.

The open-air school is a commonsense and eminently successful development of certain trends in the practice of New Zealand architecture and hygiene, and consists of a number of wooden bungalows built with glass sliding-walls on the sunward side. These walls are kept open in all weathers save the most stormy. Most new schools in the Dominion are now built on this principle, one that was violently opposed at first; and it is always found that children transferred from the old type of building improve rapidly in health and intelligence. Since the climate of the South Island of New Zealand, where the new schools are most popular, is very similar to that of the south of England, it would be perfectly practicable to adopt the idea here, and such a development may be expected in the future when the success of the New Zealand experiment becomes generally known.

The story of how the open-air school began, encountered difficulties, and finally surmounted them, should be included in any survey of educational progress during the first half of this century. When New Zealand established its excellent system of free, compulsory and secular education, so long ago as 1877, a great number of large and solid schools were built. These were replicas of similar English buildings of the time, very expensive, constructed usually in a sham-Gothic design of stone or brick, with two or more storeys, narrow windows, stone floors, long corridors and dismal schemes of interior decoration. Such schools were dangerously draughty and cold in winter, and unbearably stuffy in summer. There was little to distinguish them from the military barracks, factories and prisons of the period. It is said that one such monstrosity in Christchurch, so planned that most of its class-rooms turn their miserly windows on the sunless south, was thus placed because the architect was intent on copying a certain building in England, and forgot to turn the plan round for a different hemisphere!

This method of school construction remained sacrosanct until a year or two after the Great War. Then a young schoolmaster of Christchurch on the

(Continued on page 380)

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famous Canterbury Plains had an idea. The schoolmaster's name was Mr. A. R. Blank, and he planned with the aid of the local Education Board's Medical Officer, Dr. Phillips, to construct a school of modern bungalows, grouped around a sward, and open on one side to the sun. The idea was submitted to the Education Board, but was contemptuously rejected by that body. Whereupon Mr. Blank and Dr. Phillips each decided to contribute £100 towards the cost of establishing a small school according to their plan, and they appealed to the Christchurch Rotary Club for further help. The Rotarians responded nobly with a collection of £400, an Open-Air Schools League was founded, and the idea fairly launched.

The first school was constructed in 1924 at Fendalton, a beautiful and healthy suburb of the City. The original open-air class-room was entirely designed by Mr. Blank, and the building work was performed partly by voluntary labour. Needless to say a great many people considered at the time that the idea was bound to fail, and self-appointed critics predicted all kinds of unpleasant consequences. One of these predictions was fulfilled when the energetic and far-seeing Dr. Phillips was ousted from his position of medical officer. A certain prominent educationist visited the school and announced afterwards that "the pupils of Fendalton were livid with the cold," but did not add that he had refused to leave his car during the visit! Another "expert" prophesied that "the staff would develop sciatica, the books and stationery would rot, and in due course the unfortunate children would be colour-blind." Mr. Blank has himself described the official attitude of those days:

> "One director of education, who was in Christchurch at the time of the formal opening of the first class-room, failed to put in an appearance. The day after, however, he came along quietly by himself to have a look! Another director, who came some four years later, when four additional rooms had been added to the school, wanted statistics to prove this and that. He had no time for the open-air class-room! Only those associated with the open-air school movement know the war that had to be waged to persuade the authorities to depart from the old order of things—the direct hostility and the apathy that had to be overcome."*

But progress was rapidly made. The medical profession gave their undivided support, and were justified by the first reports on the health of the children who had occupied the pioneer class-room. A marked improvement in health was recorded; and, when it was found that the mental alertness of the children had improved also, even the most hidebound educational conservatives admitted that there must be something in the idea. The Open-Air League maintained a constant campaign of propaganda, and whenever a new school had to be built, or an old one re-conditioned, it urged that the new principle be incorporated. Finally, the Canterbury Education Board became more open-minded, and built a school at Temuka, South Canterbury, in the wooden bungalow style. Unfortunately, it installed glass windows and small doors instead of great sliding-doors, and it had to be pointed out that once again the children were being "glassed" in. Another school was built, later, with a veranda outside the open class-rooms, and similarly the League had to protest that only secondary lighting was being given to the children, and much valuable sunshine was being excluded.

As the idea spread, and further schools were constructed, other architects often defeated the primary purpose of the scheme by not paying proper attention to aspect. It was essential that the class-rooms should be built separately, divided from each other by sward and concrete pathways, these to be covered in if necessary; and that they should face due north-west, in the direction of the New Zealand sun's predominating position. Thus each room would obtain the maximum of natural light and heat, and the occupants would be enabled to build up resistance to the cold. When these rules were neglected, the new schools were hampered in their development; and much talking and writing were needed to convince architects and education boards that they must unswervingly adhere to Mr. Blank's original plans.

But, to-day, every new school in the Canterbury district is being built on the open-air principle, and education boards in other parts of the Dominion have not been slow to follow the good example. To-day there are approximately thirty open-air schools in the Canterbury Education Board's district alone, with about 120 class-rooms, accommodating some 4,000 children.

Mr. Blank's original detached room at Fendalton cost £400. The cost per detached room of the modern open-air schools varies from £550 to £600. Equipment is an extra charge. The Fendalton class-rooms are 24 ft. by 24 ft., and accommodate forty children. Other class-rooms in the newer schools accommodate up to forty-six children, on a basis of twelve square feet to a child. These rooms are capable of taking a class of fifty-six if necessary. Materials used in construction are timber and glass. Timber floors are preferable to concrete, which has been tried unsuccessfully. It is interesting to note that Mr. Blank has just submitted a plan for a class-room to be built on a turn-table, so that the sun may be followed in its daily course. This would, naturally, be more expensive, but is by no means impracticable.

All statistics demonstrate conclusively that the open-air school is the most healthful and satisfactory yet devised. The case of the Linwood Avenue School, Christchurch, need be cited only. This School is situated in a working-class district, and has a roll of 600. The attendance percentages during the three terms of 1936 were 95·4, 94 and 96. It is, naturally, very difficult to secure comparative results of pupils' progress, but unquestionably the whole environment of the open-air school inspires both scholar and teacher. Mr. Blank recently received the following letter from a prominent local medical man: "I must say I am still enthusiastic about the open-air school. As you know I have sent my own children to you, and also in my medical capacity

* Article in *The Christchurch Press*, December 12, 1935.

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have advised some of my patients to do likewise. In each case there has been a definite improvement in health and physical tone, and in the case of one delicate and 'chesty' child the change was simply remarkable."

It has been proved incontestably that the eyesight of scholars at the open-air schools is better than that of other children. Out of a recent roll of 405 at Fendalton only seventeen children wore glasses. Not a single teacher at the school has had to resort to this artificial aid to eyesight. It must also be mentioned that the fuel costs in the open-air schools of Canterbury are just about half the costs of ordinary schools in the North Island of New Zealand, where the climate is similar to that of Italy. Actually the winters of Canterbury are as severe as those of England. There might not be so much rain, but temperatures fall quite as low, and severe ground frosts are suffered.

It is seriously suggested that the open-air school idea could be adopted with equal success in most other parts of the British Commonwealth. As Mr. Blank has so wisely insisted:

> "Any type of architecture that fails to give the child the maximum amount of sunshine, freedom and comfort consistent with the general aims of education is obviously unfitted for school purposes. However important it may be that a passer-by should have some beautiful structure to look upon, it is infinitely more important that a child should have a beautiful structure to live in."*

The main advantages of the open-air school are cheapness of initial cost and upkeep, greater health and brightness of scholars consequent on more fresh air and bright light, and psychological stimulus to teachers. The only disadvantage is that children, parents and the teaching profession alike, resist the idea that partial exposure to the elements can immunize the human body against the problematical deleterious effects of such exposure. The writer knows that this disadvantage can be overcome, for he has seen children sitting with rosy cheeks in their open-air class-rooms while snow has been quietly falling outside, and he has not forgotten their answer to a question about cold: "We don't know what it is like to be cold!"

* Op. cit.

FOREIGN AND DOMINION NOTES

BRITISH EAST AFRICA

Report of the Commission on Higher Education

Last September the Report of the Commission on Higher Education was published. The Commission was appointed by the Secretary of State for the Colonies and spent a month at the beginning of 1937 in East Africa, making Uganda their headquarters, but also visiting Kenya and Tanganyika.

Terms of Reference.

The terms of reference directed attention to the whole of East Africa, but it was necessary to consider Uganda in greater detail. The reason for this was that the Commission was appointed specially to report on Makerere College in that protectorate, and, only so far as might be considered necessary, on other institutions for advanced vocational training in relation to (1), the society which such institutions were intended to serve, and (2), the educational systems of the territories from which the students were drawn.

Difficulties of Adjustment.

"It is no longer possible to segregate the African as a museum specimen permitted to depart from his tribal surroundings only when his labour is required on the farms and in the mines of Europeans," and as he is avid of learning it is necessary to assist him in the difficult process of adjustment in conditions of interaction between the African theory of traditionalism and the European theory of progress.

Importance of Health and Agriculture.

The Commission assumed as axiomatic the proposition that the primary need of East Africa is the improvement of health and agriculture, and that this could be achieved by training qualified African experts as well as preserving the rural background of both boys' and girls' higher educational institutions. In Tanganyika, the tribal chiefs run successful primary schools typified by those of Chief Towegale, but this is not so in Uganda.

Commission's Proposals—on Primary Schools

Given these conditions, the Commission proposed the following reforms. Primary education should be provided by both mission schools and by native administration schools, further financial assistance to be granted to the former by the Government and schools of the latter type to be started in Uganda. The Government should assist those mission schools which give junior secondary instruction, to grade up to a full secondary course, while continuing to maintain its own secondary school in Makerere College, where the course goes up to School Certificate standard. The Government should normally run the vocational schools. One of the weakest points in East African education is the backwardness of girls' schools, and it was recommended that the age of marriage be encouraged to be higher by improving girls' education, for "it will generally be true that the value of educated women in influencing home life will be greater in proportion as the number of them remaining in employment is small." The existing courses in arts, science, agriculture, medicine and other subjects, should be organized in one "Higher College of East Africa" of the university-college type, under an independent authority. Selection of the better *diplomés* of Mulago Hospital should be allowed to run small district hospitals by themselves. Africans should not study overseas until they have exhausted the opportunities of their own country. Finally, the Commission recommends that Uganda spend £50,000 more per annum on primary, secondary and vocational education, and £15,000 on capital expenditure on the two former. The Higher College will cost £170,000, and it is hoped to secure £700,000 for capital outlay and endowment by subscription.

—on Secondary Schools

—on Girls' Schools

—on the "Higher College of East Africa"

—on Finance.

Tanganyika

The Report of the Education Department of Tanganyika Territory for 1936 contained several points of interest. The Government departments are beginning to organize specialized training classes for Africans with a view to their departmental employment, each department every year demanding candidates with a higher standard of education since the junior secondary standard has now been reached at the

Special Training Classes.

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MATHEMATICS

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"THE TEACHING OF GEOMETRY IN SCHOOLS," the newly issued Report of the Mathematical Association, not only endorses emphatically the Authors' plea for a new approach to the Subject of Geometry, but also offers remarkable corroboration of the method by which they have, for some years in their own school and now in this important text-book, succeeded in creating in young pupils a sustained and cumulative interest in, and a "live" understanding and appreciation of a difficult branch of Mathematics.

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(*a*) The Memorandum and Recommendations of the Joint Advisory Committee of the A.E.C. and the Four Secondary Associations, with a Summary of the Recommendations.

(*b*) A Symposium of the Views of Experts, including:

Dr. A. W. PICKARD-CAMBRIDGE, Vice-Chancellor, The University, Sheffield, Chairman of the Northern Universities Joint Matriculation Board.
Prof. C. W. VALENTINE, Education Department, The University of Birmingham.
Prof. C. J. SISSON, Lord Northcliffe Professor of Modern English Literature, Dean of the Faculty of Arts in the University of London, Member of the Senate and of the Matriculation and Schools Examinations Council.
Dr. G. B. JEFFERY, F.R.S., Professor of Mathematics, University College, London, Senator of the University of London.
Prof. F. A. CAVENAGH, Department of Education, King's College, London.
Mr. J. O. ROACH, Assistant Secretary, University of Cambridge Local Examinations Syndicate.
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Mr. G. R. PARKER, Science Master, Roan School, Greenwich.
Mr. L. CUNDALL, Geography Master, Henry Thornton School, London, S.W. 4.

(*c*) A Leading Article on School Certificate Reform.

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Government school at Tabora. The bridge between this school and Makerere College in Uganda is now firmly established, and within a year the first government pupils sent to Makerere will be returning to take posts in the public service.

Too many Candidates for Teachers' Examinations.

There is still too large a number of candidates entered for the teachers' certificate examinations who have little chance of passing, many of the failures being entrants for the second or third time. The new regulations should prevent these calamities by lengthening and deepening the training and limiting the numbers of students.

Finance.

£84,619 was spent on education in 1936 of which £9,000 was contributed by native administrations, and though this was a slightly lower *percentage* of the total revenue of the territory than in 1935, it was £4,900 more in hard cash; this is evidence of enlightened administration which, we believe, is lacking in Kenya Colony from which we receive no reports.

Increase of Classes in Boys' Schools.

The schools for Africans are based on a Swahili course for the first four standards after which they bifurcate into (1), a course comprising two more years in Swahili and then training for vernacular teachers or artisans, and (2), a course in English leading to junior secondary work at Tabora and thence to Makerere. The number of schools has remained about the same but the classes have increased in most of them. There has been,

Increase in Girls' Numbers.

however, a large increase in the number of African girls attending the village schools, and in the Southern Province they almost equal the number of boys.

Rural Education.

Rural education is receiving careful attention. There is the main school system which enables pupils from certain village schools to follow a course leading to the junior secondary schools and thence to Makerere or Mulago, with possibilities during that course for branching off to the departmental specialist schools. For the pupils in the remainder of the primary schools, a special effort is made to associate lessons closely with the affairs and problems of village life, the object being to inculcate a desire to improve local conditions and to give such technical training as will enable that desire to be fulfilled. With this object in view a special " handyman " syllabus has been devised for use in primary schools, particularly where they are under native administration.

Films for Africans.

An attempt to find methods for producing films exclusively for African audiences has been made by the Bantu Educational Kinema Experiment: the aim has been to help the adult African to adapt himself to new conditions, to reinforce the ordinary methods of the class-room, to conserve what is best in African traditions by representing them as an inheritance to be cherished with pride, and, last but not least, to provide recreation and entertainment.

SUMMER COURSES, CONFERENCES, AND TOURS

Men of the Trees Summer School.—The School is to be held at Lady Margaret Hall, Oxford, from July 16 to 21. An interesting programme of lectures, visits and recreation has been arranged. Particulars will be forwarded on application to Mrs. Hamilton Berners, 14 Cumberland Mansions, George Street, W. 1. The object of the School is to draw together in fellowship, under pleasant holiday conditions, all to whom trees and the life of trees make an instinctive appeal. Enthusiasm without knowledge is ineffectual. In order to increase knowledge and direct enthusiasm the Men of the Trees Society is inviting a number of people to address the School, who have devoted their lives to one of the many aspects of tree life, of which silviculture, arboriculture, town planting and reclamation of waste lands are a few.

* * *

Summer School of Electrical Housecraft.—The success of the Electrical Association for Women Summer Schools for science and domestic science teachers is now well established, and the fourth of these will be held at King's College of Household and Social Science (University of London) from September 22 to 27, 1938. The College staff are again co-operating in the arrangements for the Course, which has this year been divided into advanced and elementary sections. The necessity for this new method has largely arisen from the fact that teachers holding the Electrical Association for Women Diploma and Certificate in Electrical Housecraft need more advanced lectures than those who are new to the subject, and it has been adopted at the special request of the teachers themselves. Full details are obtainable from the Electrical Association for Women, 20 Regent Street, London, S.W. 1.

* * *

Bingley Vacation Course, 1938.—The West Riding Education Committee will hold its twenty-fifth Vacation Course for teachers at Bingley Training College from July 27 to August 9, both dates inclusive. Students will assemble at the College on the evening of July 26, and are entitled to remain until breakfast on August 10. A concert is held on the last night of the Course, *i.e.* on August 9, and it is hoped that as many as possible will stay for it. Applications should be made to the Education Officer, County Hall, Wakefield, Yorkshire, on Form S (V) 1, and will be dealt with in the order in which they are received. They should be submitted early, preferably not later than June. Among the Courses to be held are Foundations of Education (Prof. H. A. S. Wortley), English (J. C. Dent), Biology (Prof. R. Douglas Laurie), Art (Miss Evelyn Gibbs and Miss J. Lauder),Geography (Ellis W. Heaton), Handwork (Miss M. M. Comer), Music (E. Priestley), Nursery and Infant Schools (Miss E. M. Begbie), The Junior School (Dr. R. W. Rich), Organized Games (Miss A. Thorpe), Speech Training (Miss Irene Sadler).

* * *

Holiday Courses on the Continent.—The Board of Education " List of Holiday Courses on the Continent for instruction in Modern Languages and other subjects, 1938 " (List 181) has now been published by His Majesty's Stationery Office (price 6d.). The List gives brief particulars of ninety-seven courses to be held in some fourteen different European countries, and of seven courses for foreign teachers and students to be held in England and Wales. The majority of the courses are devoted to the study of modern languages and literature, but there are also a number on physical training, history, geography, economics, social conditions, international affairs, art and music. Psychology, international law, botany, instrument making and ceramics are also represented. A table of railway fares to most of the centres mentioned is given.

* * *

City of London Vacation Course in Education.—A free copy of the forty-page illustrated booklet describing the Course which is arranged for July 29 to August 12 (at Bedford College, University of London) will be forwarded on application to H. W. Ewing, Organizing Secretary, Montague House, Russell Square, London, W.C. 1. In addition to the lecture courses, arranged to suit all categories of

(*Continued on page* 388)

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SCHOOL SCHOLARSHIPS

In the SEPTEMBER, 1938, issue of

"THE JOURNAL OF EDUCATION,"

as in previous years will appear Classified Lists of Awards of Entrance and University Scholarships made during the Session at Individual Schools.

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teachers, the programme includes, among other attractions, educational visits to places of historic interest, banquets, receptions and musical evenings.

* * *

Association of Teachers in Technical Institutions.—The Twenty-ninth Annual Conference of the Association of Teachers in Technical Institutions, is to be held at Leeds from Saturday, June 4, to Tuesday, June 7, 1938. All meetings will be held in the College of Commerce, Woodhouse Lane, Leeds. The first Public Meeting will be held on Whit Monday, when the Conference will be officially welcomed by the Deputy Lord Mayor of Leeds (Mrs. Councillor Hammond), supported by Mr. G. Guest, Director of Education for Leeds. At the same meeting, the retiring President, Mr. W. E. Park, will induct the President for 1938–9, Mr. A. C. R. Ritchie (Technical Institute, Gravesend, Kent). The Annual Dinner of the Association will be held on Monday, June 6, at 7 p.m.

* * *

International Summer School, St. George's Court, Viggbyholm, Sweden.—The course is open to young people of all nationalities who wish to know more about the religious, social and cultural conditions in the world to-day; who want to live for a short time with their fellows from other countries, and who perhaps feel their responsibility for the future of mankind. The study programme includes, language groups for beginners and advanced students conducted by native leaders in French, English, Swedish, German and Russian. Lectures and discussions are arranged on and study groups in, The Present Situation in Different Countries and their History and Culture, The History of Culture from the Earliest Times, Problems of Our Time, The Individual and Society, Christianity in Different Countries, Economic Geography, Appreciation of Music, Sweden Past and Present, Folk Dancing, National Songs, &c. It also includes practical work such as weaving, bookbinding, gardening, domestic work, &c. Recreation includes swimming, tennis and organized walks. The lecturers and leaders of the study groups are the permanent international staff, guest lecturers (among whom are leaders of cultural life in many countries) and students. St. George's Court was founded by Mrs. Karin Ruths-Hoffmann and Mr. Michail M. Hoffmann in January, 1937. The last Summer School was attended by eighty-five students from twenty-four nations. Those who seek social responsibility, co-operation in a common purpose, simple living, and the comradeship of young people from other countries will find a warm welcome awaiting them at St. George's Court. Further particulars may be obtained from the founders at the school address.

* * *

Tours to Canada.—The Over-Seas League, Over-Seas House, St. James's, London, S.W. 1, has issued two pamphlets descriptive of the tours to Canada arranged for July, August and September. The pamphlets entitled, *Cruise Tours to Canada* and *Special Tours to Canada* will be forwarded on application to the League.

* * *

Term Courses for Serving Teachers.—List 178 (May, 1938) of the Board of Education gives the Courses for the autumn term approved by the Board under the terms of Circular 1458.

It is late to refer to Spring Lists, but that issued by MESSRS. BLACKIE & SON, LTD., may perhaps be mentioned. Among the titles of new books are *Empire Opportunities*, which provides a survey by several authors of the possibilities of overseas settlement, and *Westminster*, by J. D. Carleton, an addition to the English Public Schools series.

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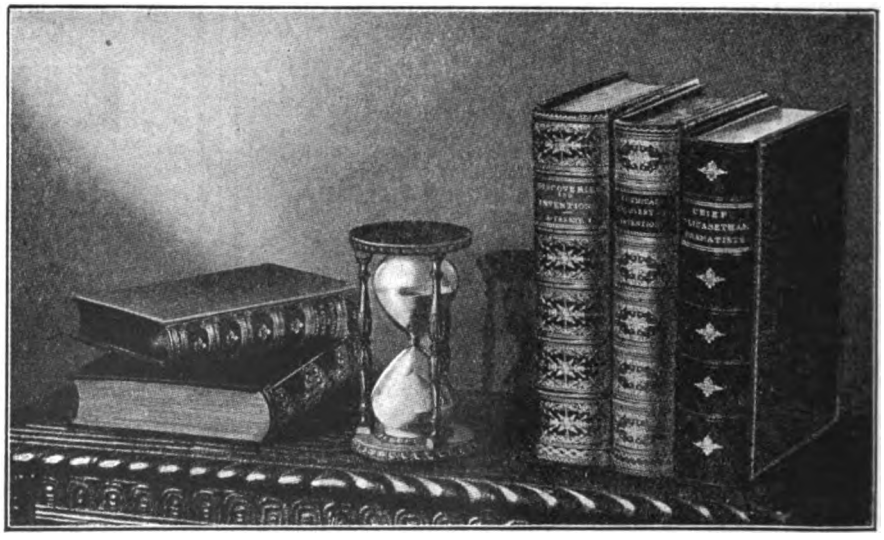

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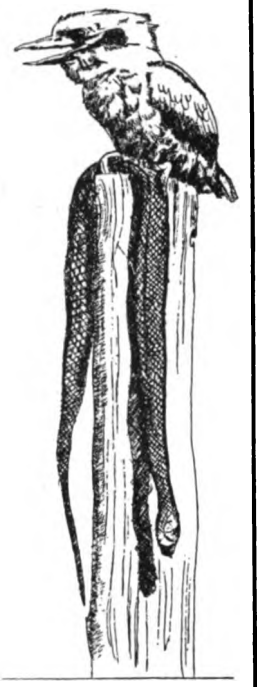

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PRIZE ESSAY COMPETITION

The Journal of Education offers four book prizes—of the value of One Guinea and Fifteen Shillings for Senior Candidates, and Fifteen Shillings and Ten Shillings for Junior Candidates respectively (Catalogue Prices and to be chosen by the winners from any Publishers' List)—for the best English essays written by pupils (boys or girls) attending any Secondary School in Great Britain or Ireland.

The age will be: for seniors, 14 years and over; for juniors, under 14 years. In future, therefore, candidates must clearly state on the cover of their essays their certified age last birthday.

No candidate shall be entitled to more than one prize in any Calendar Year.

Not more than three essays should be sent in from any school, the selection at this stage being made, by the form masters or mistresses concerned. The final awards will be made by the Editors, whose decision shall be final.

While hackneyed topics should be avoided, the essays may be on subjects of the candidates' own choosing, or on others suggested in the course of their English reading by their teachers. They may be written specially for this competition or as exercises presented in the ordinary course of school work. The themes should be such as lend themselves to literary, as opposed to merely scientific or technical treatment.

Accurate grammar and spelling; clear and pointed statement; sound information; apt illustration; a reasonably wide vocabulary; logical development—are some of the qualities to be looked for in a good school essay. "Fine writing" should be avoided, but originality of thought, sentiment, or expression would be regarded as a distinct merit.

Further details will be found in previous numbers of this Journal.

On the outside cover of the essays should be written: 1. The candidate's full name in block letters. 2. The candidate's age last birthday. (*This is essential.*) 3. The name and address of candidate's school. 4. **A declaration signed by the head of the School: (*a*) Confirming the candidate's age; (*b*) That the essay is the *bona fide* work of the candidate.**

On the left-hand corner of the envelope containing the essay (or essays) should be written "Essay," and it should be posted to:

MR. WILLIAM RICE, *The Journal of Education*, Ludgate Broadway, London, E.C. 4.

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TOPICS AND EVENTS

Schools and Cinema Projection.—Many teachers are being called upon to become amateur cinema projectionists as a result of the growing use of the film in school for educational purposes. To aid these teachers in the manipulation of every type of sub-standard projector, the British Film Institute, 4 Great Russell Street, London, W.C. 1, has published a booklet—*Using a School projector* (price 1s.)—which should be of great value. As well as containing simple technical data of both sound and silent machines, the booklet also gives full information regarding such matters as the best arrangement of a class-room for a film lesson, how to thread films, how to cope with occasional emergencies and how to give a sound film show up to professional standards. In addition lists are included of libraries from which films may be hired or borrowed and those firms who arrange projection service when desired.

* * *

The Associated Board of the Royal Schools of Music, London.—The Medals offered for competition among candidates throughout Great Britain and Ireland who pass with distinction in the Local Examinations of the Royal Schools of Music in March–April, 1938, have been awarded as follows: *Final Grade (VIII).*—Gold Medal: Christine F. M. Morse (Truro) in Pianoforte. Silver Medal: Keith Beardsall (Liverpool) in Pianoforte. *Advanced Grade (VII).*—Gold Medal: Phyllis Hunt (London) in Pianoforte. Silver Medals: Mary Law (Aberdeen) in Pianoforte, Doreen E. Turner (Peterborough) in Pianoforte and Gareth C. W. Morris (Bristol) in Flute. *Intermediate Grade (VI).*—Gold Medal: Priscilla N. Jackson (Tunbridge Wells) in Pianoforte. Silver Medals: Ivor McMahon (Derby) in Violin and Elizabeth G. Fraser (Glasgow) in Pianoforte. The Silver Medals offered for Elocution have been awarded as follows: *Final Certificate (Grade VI).*—Christine M. Harrowell (Harrogate). *Advanced Certificate (Grade V).*—Betty Cave (London).

* * *

Dalcroze Eurhythmics.—A demonstration will be given on Saturday, June 18, at 11 a.m., in the Caxton Hall, Westminster, by Joan Bottard, Norma Ekman and Nathalie Tingey (Diplomées). The demonstration is organized by the Dalcroze Society and the Dalcroze Teachers' Union. A number of qualified teachers of the Dalcroze Method are each sending two or three children from private schools and centres in the London area to take part in the demonstration. Tickets (2s. each) can be obtained at the Hall or in advance from the Hon. Secretary, Dalcroze Society, 99 Sydenham Hill, S.E. 26.

* * *

Canadian Film Lectures.—The Canadian Government offers, free of charge, to schools and other institutions in the greater London area, the use of a library of cinematograph films, with complete projection equipment, including 16 mm. sound projector, and an operator. To amplify the subject matter of the films, and add to their educational value, an appropriate lecture will be given by Mr. Clayton Atto, a Canadian and a graduate of McGill University, Montreal, at present in England. The films, and the accompanying lecture, may be adapted for use in educational work, or they may be arranged as a general description of Canada. They are of a general nature calculated to arouse interest in Canada, and free from commercial propaganda. Further information may be obtained from the Director of Canadian Trade Publicity in Great Britain, Canadian Building, Blackburn Road, London, N. W. 6.

(*Continued on page* 394)

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Numerous Scholarships from £40-£100 per annum are awarded annually.

A Calendar of the College may be obtained free on application to the Registrar.

"School Examinations Surveyed"

A series of fourteen Articles which appeared in "The Journal of Education" January, 1934, to February, 1935.

The Introduction was written by **Sir Philip Hartog,** and the following subjects were included: English Essay; Classics; Modern Languages; History; Mathematics; English Literature; Handicrafts; Physics; Geography; Chemistry; Music; General Science; Biological Science.

Each Article considers the requirements of an Examination suitable for Pupils of **School Certificate Examination** age. Considerable attention is paid to the form and scope of the questions put.

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University Colleges

TRAINING COLLEGES, and TECHNICAL SCHOOLS

See also pages 337, 377, 391-397 [Summer Schools] 337, 395, 402-403 [Halls of Residence, Pensions, &c.] 392 ; [Scholarships] 397, 398 [Physical Training Colleges] 393.

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"Let the schools of Wales now take a hand and model a broad well-founded system of musical education which will ultimately revolutionize the Eisteddfod and change it from a sort of 'Cup Final' into a real National Academy of Music."

See *The Journal of Education* for May, 1937.

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Modern Medical Knowledge.—A new monthly journal, *Doctor*, has appeared (price 1s.). It is described as a "popular magazine for the dissemination of modern medical knowledge," and is a quarto publication, illustrated and arranged in a thoroughly up-to-date style. The first issue, that for April, runs to forty-six pages, and includes popular articles on such topics as arterio-sclerosis, sleep, colds, serums and vaccines, anaemia, rickets and ultra-violet rays, whooping-cough, and so on. Four of the articles are of Continental origin, but the majority, in deference to the ruling of the General Medical Council that signed articles by medical practitioners should not appear in the popular Press, are unsigned. The general tone of the magazine is informative, and it will serve a useful purpose by the stress it lays on preventive rather than pathological medicine. It is certainly preferable to the vividly written and often alarmist articles on health topics which appear from time to time in the daily papers.

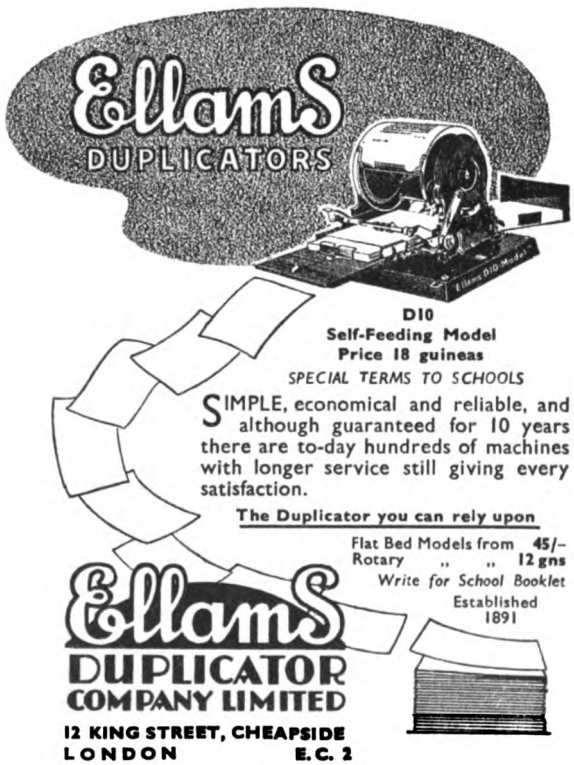
* * *

Air Raid Precautions in Schools.—Proposals have been submitted to the London County Council Education Committee recommending that approval be given in principle to the policy of a general closure of all schools in London for a limited period on advice being tendered by the competent authorities that air raids are to be expected; that the question of re-opening schools in any or all parts of London be considered at short intervals in the light of experience; that, in the opinion of the Council, any scheme of evacuation of the child population should be dealt with as an integral part of the scheme of transfer of the civil population; that the Council expresses its willingness to co-operate with His Majesty's Government and the Metropolitan Borough Councils in schemes of evacuation; that the Council agrees in principle that, in case of emergency, children in residential schools deemed to be exposed to danger shall be transferred to the Council's residential schools deemed to be less exposed and the Council's training college students dispersed.

* * *

Your City.—Manchester, 1838–1938. (Published by the Manchester Municipal Officers' Guild.) This admirable pamphlet of some fifty odd pages has been written by the local branch of the N.A.L.G.O. to celebrate the centenary of the incorporation of Manchester. Copiously illustrated with photographs and reproductions of old prints, it traces the development of Manchester from the medieval village to the unplanned, unregulated, misgoverned town of 1838, of which a government commissioner could say that in no other town was "the degeneracy of form and colour from the national standard" more obvious. We take for granted so many of our modern amenities that it is difficult to conceive the gargantuan task that faced the reformers who gave Manchester its first Corporation in 1838. Vested interests of every conceivable kind obstructed them: they had to struggle with prejudice, greed, apathy and ignorance. Yet they managed to give it a pure water supply, drains, police, street lighting and other essentials of a healthy town, and as the second half of the pamphlet shows, the city can boast to-day of admirable schools, fine new housing estates, modern hospitals and an efficient system of local government.

MESSRS. J. M. DENT & SONS, LTD., have issued a descriptive list of their books to be published during the coming summer. We notice the announcement of a new series, the Aldine Library, to consist of modern books other than fiction which are considered to have a claim to permanence; the first five titles are *Henry Irving*, by Edward Gordon Craig (1930), *Health and a Day*, by Lord Horder (1937), *English Panorama*, by Thomas Sharp (1936), *A Portrait of Dickens*, by Ralph Straus (1928), and *Richard Jefferies*, by Edward Thomas (1909).



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Reviews

The Charity School Movement

The Charity School Movement: A Study of Eighteenth-Century Puritanism in Action

By M. G. JONES. (21s. net. Cambridge University Press.)

This monumental work, though perhaps it can scarcely be said to meet an acutely felt need, does yet fill a very real gap in the aids which we possess towards an understanding of a period of our social and educational history. Such accounts of the charity schools of the eighteenth century as have hitherto been available to the student have mostly been written by educationists who have for sufficient reasons taken to writing this kind of history. Naturally their accounts deal for the most part with the growth of school systems and the development of educational ideas. But the author of this book, writing as a professed historian rather than as a pedagogue turned historian, takes a different point of view. Her work, she says, and says truly, is a study of a neglected aspect of social history, and its main interest lies in the different reactions of philanthropic persons in England, Scotland, Ireland and Wales—all four of which receive full attention—to the movement for establishing schools on a religious basis for the children of the poor.

The very term charity schools suggests the spirit in which they were created. The author reminds us that when we call the eighteenth century the age of reason and the age of the industrial revolution, we sometimes forget that it was also (she says *par excellence*) the age of benevolence, and that Hannah More was quite right in bestowing that title upon its closing years. Considering that it was also, as the author is of course well aware, an age of brutality, it may be thought that she has too soft a place in her heart for the eighteenth century as a whole. Here, however, she performs a valuable service. The present-day teacher is apt to regard with impatience and derisive contempt the miserable schools then provided by the " charitably disposed " and the spirit in which such provision was made. The truth is, however, that " it was beyond the range of their mentality to conceive that the poor were poor because society was an ill-regulated machine." The poor were there, and would always be there. The rich man in his castle and the poor man at his gate were part of the Divine plan, giving the rich the opportunity of bringing succour to the poor.

Anyhow, during the first three-quarters of the eighteenth century, until the Sunday-school movement began, the endowed and subscription charity schools were the chief, and in many places the only means of education for the children of the poor, and for them thousands of schools were established and supported in the British Isles. And there is no denying that they played an important part, not only in their day, but also as a step towards something better. Crude as they were in their methods, and restricted as they were in their aims, they yet provided a field for experiment in school management, and the single fact that they insisted upon a teacher being at least a person of good character was a great step in advance at the time. They thus supplied, as the author of this book says, an interim organization for semi-popular education, until the State was ready to take up its duty. This is perhaps a mild way of referring to the way in which the State was at last kicked and bullied into doing something for the education of the people, but in the writing of history decorum must be observed.

We have referred to the encyclopaedic range of this fine book, which should make its way into all places where educational history is seriously studied in these islands. We must in conclusion express our admiration of the author's thoroughness in detail. The book is extremely well documented, it is the work of a sympathetic scholar, and it will take its place as the standard book on its subject.

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By W. E. WOODWARD. (12s. 6d. net. Faber & Faber.)

At the present moment no fewer than three powerful Anglo-American societies are using all the influence that they possess to extend the teaching of American history in British schools and colleges. They have a difficult task before them. For the syllabuses and time-tables of British schools and colleges are already painfully congested. Further, it is not easy to find text-books of American history suitable for the purpose in view. All the best are written by Americans for American schools in which American history is the central subject of instruction. They are thus far too long and detailed for possible introduction into the British curriculum. They are, moreover, written without close relation to the history of the Old World; hence they are not readily fitted into the British scheme of things.

We had hoped that Dr. Woodward's *New American History* would supply the lack of a concise, accurate, impartial text-book, linking up the New World with the old. We fear, however, that in spite of its outstanding merits it will not do so. Its main merit is that it is thoroughly interesting. Dr. Woodward with unerring eye has picked out all the dramatic episodes in the three centuries that his work covers, and he has made the most of them. Hence his narrative moves easily and rapidly forward, his unconventional style giving it an additional impetus. But, over against this and other less conspicuous merits, have to be set the following defects. First, it is too long; it runs to some 350,000 words. For English readers it gives a great deal too much about persons and events of small significance. Secondly, it is extremely American. It shows little or no acquaintance with any sources other than those emanating from the United States. All its opinions, too, are narrowly transatlantic. Thirdly, it gravely misrepresents such British history as is related to American history. The opening sections on the condition of England in the sixteenth century are almost fantastic. They depict an England in which tournaments are still the vogue among the nobility, and in which, owing to " benefit of clergy," every cleric is allowed to commit one murder with impunity. Dr. Woodward's descriptions of Puritans and Separatists show that he has not begun to understand the religious situation of Elizabeth's time. He treats the two as distinct and says: " If the Separatists were here to-day we would call them Communists, while the Puritans would be considered Liberals." Anything more wildly beside the mark it would be difficult to conceive.

It is, however, respecting more recent events that

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Dr. Woodward's misunderstandings of Britain are more serious.

For example, he represents America as lured into the Great War, with which she had no concern, by British guile. "There is not to be found in the whole panorama of modern history a more perfect example of a great and powerful nation being used as a catspaw"—so he writes, adding, "It is well known that the British make fools of our ambassadors; it is one of the tricks of their trade in world affairs. In the case of Page they succeeded beyond their most hopeful expectations," and so on. It is a lamentable travesty of fact. Perhaps the climax is reached when (page 616) the author is treating of War-propaganda. The Germans in this department, it appears, were beaten by the British, for the British are "specialists in lying." The fact, of course, is that German propaganda, effective at first, ceased to be effective because it was found to be systematically mendacious; whereas British propaganda, at first somewhat clumsy, became ultimately effective because of its moderation and veracity. *Magna est veritas et praevalebit.*

New Testament Scholarship and Biblical Studies

1. An Introduction to the New Testament
By Dr. K. LAKE and Dr. S. LAKE. (7s. 6d. net. Christophers.)

2. Quantulacumque: Studies presented to Kirsopp Lake by Pupils, Colleagues and Friends
Edited by R. P. CASEY, SILVA LAKE and AGNES K. LAKE. (21s. net. Christophers.)

Dr. Kirsopp Lake, who has lived for many years in America, is a famous New Testament scholar of the more radical school, whose work is characterized by great learning, candour and originality. Those who are familiar with the massive five-volume work on the Acts entitled *The Beginnings of Christianity*, in which he had the chief share, will realize the greatness of the debt which New Testament scholarship owes to him; of his earlier books *The Historical Evidence for the Resurrection of Jesus Christ* is probably the best known. He was ordained in the Church of England, but before long found a more congenial environment for his unorthodox views in professorial work at Leiden and Harvard.

The handsome volume *Quantulacumque* was presented to him on a recent anniversary. It contains thirty-five papers on Biblical subjects by scholars as well known as Streeter, Souter, Cadbury, Kenyon and Torrey. For the advanced student it is a fascinating and instructive browsing-ground.

An Introduction to the New Testament is intended for students, teachers, and educated people in general. It seems to us a most valuable book, and we hope it will be widely used. We do not know any other work which presents in so concise and convenient a form the results of New Testament scholarship, as well as the material and guidance for further study by the reader. It is necessarily compressed, and somewhat "tabular" in arrangement; but it is never unduly dogmatic—different views are set out side by side, and many problems left open for further light and discussion.

Those who are familiar with the general conclusions, and attitude toward the New Testament, on which such a book as this is based, are often dismayed by the ignorant and antiquated character of much preaching and teaching in England to-day. It is a lamentable fact, for example, that the Revised Prayer Book seemed almost entirely oblivious of recent work on the New Testament. If all clergy and teachers could be constrained to read this book, without being necessarily expected to agree with its conclusions on points of detail, the result would, in our opinion, be sheer gain for the cause of true religion—much that hinders their appeal to the educated mind would be discarded, and their message would acquire new freshness and life. Conventional piety might be shocked, ecclesiastical tradition shaken, but the force of Christ's message for the world to-day would, we believe, be immeasurably strengthened.

How it Strikes an Inspector

An Inspector's Testament
By Dr. F. H. SPENCER. (10s. 6d. net. English Universities Press.)

Obsessions and Convictions of the Human Intellect
By F. W. WESTAWAY. (10s. 6d. net. Blackie.)

One of our witty clerics, commenting on the text "He went about doing good," made a sardonic reference to some people's preference for those forms of doing good which involve much going about. Such must be the preference of a school inspector, and his (or her) reminiscences ought in the right hands to make good reading. But with differences! We recall the case of Mr. Sneyd Kynnersley, the briefless young barrister who woke up one morning in 1871, entirely innocent of the least acquaintance with an elementary school, to find himself nominated as an inspector. His case belongs to a day that is dead. So also, in a widely different sense, does Dr. Spencer's. As he truly says, he belongs to a rapidly dying class. "Never again," he continues, "will anybody become a pupil teacher. No one with my history will ever again fill the posts I filled"—including a divisional inspectorship under the Board of Education and the chief inspectorship under the London County Council. His steep and thorny path deserved a record, and an excellent record he has given us—frank, manly, straightforward and sincere. Necessarily the first personal pronoun abounds in his pages, but his aim is sociological. He tells his story with the consistent purpose of throwing light upon a period of our educational history, of which it can safely be said that history will never repeat itself. His early association with Sidney and Beatrice Webb as an assistant researcher was obviously a turning point in his career, and accounts partly for his broad outlook upon education as a social service.

We pass with a jolt from Dr. Spencer's to Mr. Westaway's book. They are both written by ex-inspectors, but they are as different as chalk and cheese, both of which commodities may, however, be exceedingly good in their respective ways. Mr. Westaway writes, as he has written before, from long experience in the secondary branch of the Board's inspectorate. His interest is in the secondary schools, and especially in their sixth-form products. He has come to close quarters, and to excellent purpose, with the questions they are raising and with their resolute determination not to be fobbed off with answers which

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they find intellectually unsatisfying. This book provides some of the help which he thinks they need. Their questions are varied, but never too varied to gravel the astoundingly versatile Mr. Westaway. And so we pass from palmistry to the elixir of life, from witchcraft to alchemy, from the quadrature of the circle to the fourth dimension, from science to metaphysics, and from ethics to religion. We have a suspicion that some readers will think the author at his best when he is discussing the subjects of which they know least. But at any rate one reader who is no longer young, and has not forgotten his youth, has found the book equally informative and entertaining.

Minor Notices

Art and Handicrafts

A Three-Year Course in Handicraft in Wood

By R. S. FORBES. Book 3: Third Year. (1s. 6d.) Teachers' Book 2. (2s. 6d.) (Collins.)

Many books have been written on the subject of handicraft in wood, some of which are full of admirable suggestions and well deserve their place on the up-to-date workshop bookshelf. This work, however, would appear to be somewhat unique, since it presents a well-thought-out course of work for three years in three separate volumes, together with a Teachers' Book for each year, also in separate volumes. Studying the books side by side one is convinced that the writer not only understands the needs of the pupil, but is also equally well acquainted with the difficulties of the teacher. The work is well written, profusely illustrated and comprehensive in its scope.

Canvas Stitches

By M. CLUTTON, U. C. HUTCHINSON and M. C. FOSTER. (2s. net. Pitman.)

The collaborators in this little production say in their introduction that they make no claim to novelty or originality; nevertheless this little book will be welcomed in many a home where stitchery is being revived. It contains a wonderful amount of information together with superb illustrations of a host of stitches. The text is brief throughout, but always to the point. Altogether it is a very useful little work.

Ostwald Poster Painting Cards

Designed by A. B. ALLEN. Designs 1–6. (1s. per packet. Warne.)

This series of cards, in six packets presents a very suitable approach to poster work, and although showing only one design for each packet this should be sufficient to suggest possible variations, adaptations and even original designs. The colours are good, being Ostwald opaque colours. The choice of subjects suggests that the work is intended primarily for very young children, but they could be used with great advantage for older boys and girls; whilst even adults could learn many things from them.

Biography

Be Loved No More: the Life and Environment of Fanny Burney

By A. B. TOURTELLOT. (10s. 6d. net. Allen & Unwin.)

This is a book breezily written and very much alive, but the style is guilty of mannerisms that may trouble many readers. Thus, in a passage about the poet, Christopher Smart, we are told that "Burney renewed his acquaintance with the blithesome bard." We read that "Fanny stayed on the distaff side"; and (with reference to the disputed problem of the author's age, when *Evelina* appeared) that "the lady herself motivated the debate." When Fanny consulted her sisters about finding a publisher for *Evelina*, Mr. Tourtellot has to tell us that "a conference between Fanny and her sororal advisers was summoned." If, however, the reader can overcome a perhaps natural dislike for this tendency to journalese, he will find that the book gives an interesting picture of life and social conditions in the days of Fanny Burney.

Fifty Famous Lives

By G. H. HOLROYD. (The Laurel and Gold Series.) (1s. 2d. Collins.)

The lives are of famous "Business Men, Writers, Explorers, Musicians, Scientists, Artists, Women, Inventors and Leaders"—fifty in 255 small pages; a useful reference book for a middle school form-library.

Classics

Concerning the Teacher (de magistro) and On the Immortality of the Soul (de immortalitate animae)

By ST. AURELIUS AUGUSTINE. Translated from the Latin by Prof. G. G. LECKIE. (4s. 6d. net. New York and London: Appleton-Century Co.)

This is not a book for any but students of patristics or of philosophy. Augustine's handling of his subject-matter is not particularly interesting; in fact it strikes us as dullish, and certainly difficult. The Introduction to this "philosophical source book" makes very stiff reading, but appears to be the work of a competent scholar.

Greek and Latin Versions

By W. SHEWRING. (7s. 6d. net. Dent.)

The versions in this handsome volume are both prose and verse. Mr. Shewring's handling of the passages chosen—and some of them are the reverse of easy—is deft; he overcomes the difficulties with a remarkably keen eye for idiom. We have had, of late, quite a number of such books as Mr. Shewring's, but we must give a high place to this collection.

(*Continued on page 412*)

Canine Defence League.—At the request of many teachers interested in giving lessons on the care of dogs, the Canine Defence League, Victoria Station House, London, S.W. 1, has prepared a set of four small class-room posters on various aspects of this subject. The League will be glad to send these free of charge on receipt of a post card stating how many sets are required.

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LANDMARKS OF ENGLISH LITERATURE

By ILLIT GRÖNDAHL, W.P. Ker Lecturer in Norwegian, University of London.

This brief survey aims principally at interesting the student in the great writers and the best works, so as to lead to a personal acquaintance with them. The book is illustrated by facsimiles, portraits and scenes connected with the lives of the authors. **4s.**

ELEMENTARY PROSE COMPOSITION IN FRENCH

By SYDNEY WELLS, B.A., Modern Language Master, Minchenden School, N. 14

This work serves as an introduction to continuous prose composition in French. It represents the average standard of composition of French children of 14-16 years, and has been designed to give a thorough drill in the differences of construction that occur most frequently in the language of every day. A complete English-French vocabulary is appended. *Ready Shortly*

TEST PAPERS IN SCHOOL CERTIFICATE GERMAN

By SYDNEY WELLS, B.A.

This work covers the whole field of grammar and provides a complete revision course for the School Certificate Examinations.

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By SPENCER BRIGGS, M.A.

This book will be found useful to those preparing for the "Comprehension Tests" of the School Certificate Examinations, and the extracts can also be used for dictation and unseens.

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By A. LEE, M.A., and J. A. CORBETT, B.A., Ph.D.

A basic French Word List for schools, covering the ground of the first School Certificate Course.

Limp, **1s. 9d.** ; Cloth, **2s.**

LECTURE EXPLIQUÉE

By ANNIE OWEN, M.A.

A handbook for teachers and students in training on the "Lecture Expliquée" method of studying French Literary texts.

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Par GILLES HERSAY ; Édité par P. G. WILSON, M.Sc.

Les Mystérieux Messagers is a short novel of about 12,000 words, written in simple but idiomatic French suitable for an average third year class. The book is provided with a questionnaire to each chapter and with a full vocabulary.

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A School Certificate Course

By A. F. CROW, B.A.

This book covers the ground of the General Paper in most School Certificate Examinations.

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A BASIC LATIN VOCABULARY

By W. F. GOSLING, Senior Classics Master, Lady Manners School, Bakewell.

The aim of this book is to provide a vocabulary of 2,000 basic Latin Words spread over a four-year course for the School Certificate.

Limp Cloth, **2s.** ; Cloth Boards, **2s. 3d.**

ALGEBRAICAL DICTATION

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Six hundred mental questions, specially written for dictation, comprising a full treatment of fundamentals in Algebra.

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Compiled by H. S. GORDON and RODNEY BENNETT, M.A.

This book contains articles by staff reporters and special correspondents of *The Times* on varied aspects of English life, travel, sports and great achievements ; and includes a few of the well-known third leaders. It makes an excellent prose book for a Science or Commercial VI form or it can be used as a Précis Book for School Certificate work.

Well illustrated. **2s. 6d.**

THE CASTLES OF ENGLAND

Plays for Stage and Class-room by L. DU GARDE PEACH

These plays have all been broadcast in the Children's Hour and have proved very popular with the listeners. They are not only entertaining plays but are of considerable value historically. The titles are : Carisbrook Castle, Arundel Castle, Ludlow Castle, Peveril Castle, Hindlip Hall, Windsor Castle, Colchester Castle, Caernarvon Castle, The Palace of Whitehall, Dover Castle.

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English, Poetry and Drama

1. The Understanding and Use of English

By A. E. Crow. (2s. 9d. University of London Press.)

2. Style in English Composition

By D. Bateman. (2s. 6d. Macmillan.)

3. Aids to the Study of English Literature : Being Part 5 of " Aids to the Study and Composition of English "

By J. C. Nesfield. (1s. 6d. Macmillan.)

(1) Mr. Crow's book is intended for School Certificate pupils, and the author's aim is to give unity to the English work done during the Certificate year. He regrets the division between the preparation for the composition and the set books papers, and believing that the full understanding of what the pupil reads is the essential for any real progress, he has written a book giving this the first place and thus differing from almost all other English manuals used in schools. Much that is usually included in such books is omitted, for the author believes that if understanding is attained, much of what is generally taught separately will be easily mastered. (2) The second book is intended for younger pupils (10 plus to 14 plus) and consists largely of exercises which, in the author's words " aim to lead carefully up to the development of a style a little above the ordinary, everyday level used by young people of these ages." The book is divided into two parts : Common Faults and Suggestions for Improvement. For middle form teachers of English who find difficulty in dealing with their pupils' attempts at composition in such a way as to effect any real progress—and many conscientious teachers of English are such—the book should be very useful. (3) *Aids to the Study of English Literature* is Part V of Mr. Nesfield's *Aids to the Study and Composition of English*. The book differs from most modern manuals of its kind in that no attempt is made to adopt a familiar style. The book is undisguisedly a text-book and its wide and exact scholarship makes it valuable, but is not the saying " Le style, c'est l'homme " ascribed to Boileau on page 488, really a misquotation of Buffon's " Le style est l'homme même " ?

The Writer's Own Text-Book : a Practical and Theoretical Guide to the Art of Writing

By W. N. Brown. (3s. 6d. net. Heath Cranton.)

" How often have we heard it said," writes Mr. Nightingale Brown, " how shall I write and what shall I say ? It is a cry of frustration for it proves that deep hidden in the heart of that person is an unquenchable desire to express himself." It might be thought that " that person," knowing neither what to say nor how to say it might be left in silence, but this book seeks to answer both his questions. Such as he are directed to the dictionary for their words, bidden " not to remain unaware of the treasure-house of knowledge in the form of their country's literature, with all its infinite possibilities " and then given elementary instruction in punctuation and the choice of words. For example, he should write " from morning till evening " rather than " all day," for while the latter " is perfectly clear, concise and correct " it is " as appetising as a dose of salts." Such matters having been disposed of, the great question of style is approached and Buffon duly quoted, but in the end the poor writer is told that he should " *somehow* " form the habit of being exact with interesting expression. It is now assumed, we suppose, that the utterer of the cry of frustration knows how to write and all that remains is to direct his notice to what he can say for we have chapters on Fiction, The Article, Poetry (" good saleable verse " is here meant,) The Drama, Description and Writing for Juveniles. Finally the reader is given advice on preparation of manuscripts and how not to annoy editors, and left with a vision of " that vast field of topicality which is always in view and can be exploited in a thousand ways."

Landmarks of English Literature : A Brief Survey

By Illit Grondahl. (3s. 6d. University of London Press.)

The author, who is lecturer in Norwegian in the University of London, gives the impression of first-hand knowledge of English literature. He has a happy knack in selecting quotations and biographical incidents. His judgments are sound and his interests catholic. For example, he includes a chapter on America and Overseas. The book in consequence does not give the impression of a mere catalogue, a common fault in books of this kind. Illustrations are numerous and well chosen. All the greatest authors are sympathetically portrayed. Philosophical writers such as Berkeley, Hume and Locke are famous for their philosophy rather than as contributors to English literature. The space they occupy might have been devoted to Thomas Campbell, Edward Fitzgerald and Lewis Carrol, authors who will outlive Arnold Bennett and G. K. Chesterton, honoured by a whole page of the text. The three names first cited are, however, included in the Supplementary Reading List, a valuable appendix. We question whether R. B. Cunninghame Grahame should be listed as a writer of fiction. Harold Frederic deserves mention in the American fiction list. The book is a golden key to our literary treasures. If there are better " brief surveys " of English literature, we do not know them.

Grey Titan : The Book of Elephants

By G. Lockhart and W. G. Bosworth. (3s. 6d. Oates & Washbourne.)

One of the joint authors is the son of that George Lockhart who toured the world with his famous trio of elephants, Boney, Molly and Waddy, and this book, by one who has lived among them from childhood, is full of thrilling elephant stories, mostly amusing, at least in retrospect, but one tragic, for it recounts the death of George Lockhart, senior, in an elephant stampede. The first three chapters tell most that there is to know about elephants —their appearance, habits and history—and youthful readers are advised to master this part before proceeding to the stories which will captivate old and young alike.

Unknown Warriors and Others

By E. L. Mann. (1s. 9d. Nelson.)

In each of the nineteen chapters is related, as by an eyewitness, a significant episode in English history, ending with a picture of the general strike of 1926. " War comes back to the Island " gives details of the " Silent Raid " of 1917. The author's neat illustrations are a distinct gain to the text.

The Children's Ali Baba

Retold by F. H. Pritchard. (9d. Harrap.)

If the other tales in this series, " The Children's Bookshelf," are as charmingly told and as charmingly illustrated as this, they are to be wholeheartedly recommended.

(*Continued on page 415*)

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Poems of Action
Selected by V. H. COLLINS. Second Edition, with additional Poems. (3s. Oxford University Press.)

A second edition, to which forty-five pages of notes have been added, of a book that has been reprinted nineteen times since it first appeared in 1913.

1. **More History-Hour Plays : Short Historical Plays for the Classroom**
By GUY N. POCOCK. (1s. 6d. Dent.)
2. **Further Reading Scenes from Famous Stories**
Arranged by R. BENNETT. Book 3. (1s. 6d. Bell.)
3. **The Burlington Play Books**
By N. T. CARRINGTON. Book 1 : For Juniors. Book 2 : For Intermediate Classes. Book 3 : For Seniors. (6d. each. Limp Cloth, 8d. each. University Tutorial Press.)
4. **Community Plays or Plays of Many Parts**
Edited by NORA RATCLIFF. Senior Book. (The Nelson Theatre.) (2s. 6d. Nelson.)
5. **Three Mimes**
By G. I. WELLS. (The Nelson Theatre. Section III, No. 6.) (7d. Nelson.)

(1) and (2), though they are intended for acting as well, are specially designed for reading aloud in class. (1) which maintains the standard of its successful predecessor, comprises five original plays : The Standard-bearer, Rorke's Drift, The Rock (Gibraltar), Blood and Gold, and First Edition (Chaucer and Caxton). In (2), intended for senior pupils, there is a Commentator who explains and links up the scenes taken from nine well-known sources. (3) These, each containing three or four plays adapted from the works of standard authors, are remarkably good value, for on each of the books chosen for dramatization there are notes which should induce wider reading. (4) offers some thirty pages of sound advice on the production of the eight plays, which include an original one by the editor, as well as her adaptation from *Le Bourgeois Gentilhomme*, *The Would-be Highbrows*. (5) These, which are provided with diagrams, are " Pandora," " The Birthday of the Infanta," and " Avec mes Sabots," which requires a singer for the quaint old French rhymes.

1. **Twelfth Night**
Edited by J. C. DENT.
2. **Richard II**
Edited by J. M. LOTHIAN.
3. **Julius Caesar**
Edited by R. E. C. HOUGHTON. (The New Clarendon Shakespeare.) (2s. each. Oxford : Clarendon Press.)

No teacher or student should use any other edition of these plays before examining this one, and after examining it, he will most probably not wish to use any other. The Introduction gives all that is necessary for students of secondary school age in a scholarly and interesting way. Footnotes give the meaning of unusual words and a general commentary placed at the end of the text interprets difficult passages and gives other literary and historical information, notes necessary only for advanced students being marked by brackets. Valuable appendices, including extracts from literary criticism on the play close volumes most attractively bound and printed.

Geography

Problem-Maps : Europe and the British Isles
By H. ALNWICK. (1s. 6d. Harrap.)

Although this book follows the general method of the World Series of Problem Exercises the standard of difficulty is generally higher. Many of the problems are suitable for students preparing for Higher School Certificate and University Scholarship Examinations.

Wine-Dark Seas
By E. WHARTON. (12s. 6d. net. Williams & Norgate.)

This is a picturesque description of a voyage of a twenty-ton Bermuda-rigged yacht between Syracuse and Athens by two naval officers whose knowledge and love of Ancient Greece are shown by a large number of appropriate quotations from the Greek classics.

The Home of Man
By B. G. HARDINGHAM. (The Citizen Geographies, Book 1.) (2s. 6d. Nelson.)

This book is an outline description of the world as a planet followed by simple but logical accounts of the atmosphere, hydrosphere, climate, maps and the continents. In spite of the enormous amount of material it contains the text is readable and there are also a large number of interesting pictures. The book is suitable for use in non-selective central schools.

The Skipper Ashore
By C. B. GYFORD. (2s. 6d. Pitman.)

The second series of the ' Skipper's ' letters consists of short sketches of life in or near coastal districts of Europe, the Near East, Australasia, Africa and Japan. The informal style in which they are written makes the letters suitable as additional reading matter in the lower middle forms of secondary schools.

Map-Makers
By J. COTTLER and H. JAFFE. (6s. net. Harrap.)

In this book the personal achievements of the world's leading explorers and geographers are described as stories of heroic adventure. Although the record of map-making ranges from Eratosthenes to Amundsen the central figure is always idealized and little is said of the immense amount of co-operative effort required to produce the accurate surveys upon which the maps are based. The book cannot be considered as a serious contribution to the literature of topographical surveying and map-making but the lively and interesting accounts of the persons described makes this a useful volume for the middle-form library.

World-Wide Geography Practical Note Books : Junior Series
By J. H. STEMBRIDGE and G. H. FAIRS. Book 1 : Seeing the World. Book 2 : Peoples and Homes of other Lands. Book 3 : Exploring the British Isles. Book 4 : The World we Live in. (4d. each. Oxford University Press.)

These excellent books contain exercises based upon the junior series of the World-Wide Geographies. Additional illustrations are used as an introduction to the geographical interpretation of pictures. Books 1 and 2 are particularly good and should be popular among the younger pupils while Books 3 and 4 are more suitable for use in senior schools.

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History

Britain and World Affairs, 1783-1936

By R. M. RAYNER and W. T. G. AIREY. (3s. 6d. Longmans.)

This work is the product of a not very satisfactory partnership. The first 200 pages consist of the final sections of Mr. Rayner's well-known and justly popular *Concise History of Britain*; the last 100 pages form a new contribution from the pen of a New Zealand teacher, Mr. W. T. G. Airey. They deal with British foreign policy and they are quite well done. But they inevitably involve the substantial repetition of much already treated in Mr. Rayner's pages. Mr. Airey's monograph would have been better unaccompanied.

British History in the Nineteenth Century and After (1782–1919)

By Prof. G. M. TREVELYAN. New Edition. (12s. 6d. net. Longmans.)

The first edition of this book appeared in 1922 under the title *British History in the Nineteenth Century* (1782–1901). It was reprinted no fewer than a dozen times between 1902 and 1936, a sufficient tribute to its sterling merits. We now have a new edition, revised and considerably enlarged, under the title quoted above. The narrative is extended down to the end of the War. The distinguished author was loath to face the obvious difficulties of this task, but he yielded to the demand on grounds of educational utility. We are glad that he has done so, not only because the additional matter meets a need in places where our recent history is studied, but also because we value his eminently fair account of such matters as the Treaty of Versailles, and the origin and the varied fortunes of the League of Nations.

Atlas of English and Empire History: with Chronological Notes and Summaries

By C. B. BOWMAN. (Paper, 1s. 3d. Cloth, 1s. 6d. Macmillan.)

A convenient elementary atlas containing sixteen uncoloured sketch maps illustrative of the history of Britain and the Empire from the eighth century A.D. to the present day. Each map is accompanied by a brief summary of the relevant history.

Pioneers of Progress: Stories of Social History, 1750-1920

By C. S. S. HIGHAM. New Impression. (1s. 8d. Longmans.)

An excellent text-book telling of the pioneer social work of such men as Edward Jenner, William Wilberforce, Robert Owen, Lord Shaftesbury and David Livingstone. It ends with the story of the founding of the League of Nations.

A Short Constitutional History of England

By C. W. PROSSER and Dr. MARGARET SHARP. (5s. Longmans.)

A very competent and well-arranged manual of constitutional history summarizing in a most convenient manner much of the new information brought to light in the recent works of such scholars as Tout, Baldwin, Jolliffe and Turner. It provides an admirable introduction to its important subject.

Mathematics

The Teaching of Mathematics: a Bibliography

By M. BLACK. (University of London Institute of Education.) (6d. Christophers.)

This is intended for those who wish to know the most valuable books in the enormous literature on the teaching of mathematics. The arrangement is by subject—history, teaching methods, &c.—and many entries are followed by brief comments. Those who know the Mathematical Association's "List of Books for School Libraries" will appreciate the similarity of arrangement. The present bibliography is comparatively brief, and might have included Boon's *Companion* (Longmans), Bell's *Men of Mathematics* (Gollancz) and Potter's *Teaching of Arithmetic* (Pitman). The author's chief interests are revealed in the full notes on the philosophical aspects of mathematics. The section on the applications of mathematics might have been useful had it been expanded. There are some slips, the most serious being that which describes Boon's "Puzzle Papers in Arithmetic" as out of print.

Arithmetic of Daily Life

By H. WEBB and J. C. HILL. (1s. 3d. net. Cambridge University Press.)

There are interesting sections on the ice-cream salesman, the cinema, buying from catalogues, and the surveyors' chain. As in the previous books there are sections on geometry and algebra as well as much arithmetic.

Fresh-Start Arithmetic

By G. A. WRIGHT. Teacher's Book VI. (3s. net. Pitman.)

This is a well-planned book which should enable the teacher to make arithmetic interesting to the backward child. There is an original series of games.

Algebraical Dictation: a Systematic Series of Mental Questions in Elementary Algebra arranged for Dictation

By A. WISDOM. With Answers. (1s. 3d. University of London Press.)

This booklet contains sixty exercises, intended for the first ten minutes of the algebra lesson for beginners. Its aim is to give training and testing in those fundamental matters, *e.g.* the difference between xy^2 and x^2y, which often cause confusion. The scope of the exercises is the four rules, positive and negative quantities, roots, indices, brackets, equations, symbolic expression. The exercises are stimulating and if worked in conjunction with an up-to-date text-book they should lead to a better grasp of algebra.

A Modern First Geometry

By W. G. BATE. Parts 1 and 2. (1s. each. Pitman.)

The emphasis in these books is on constructional and not deductive geometry. Some of the sections, *e.g.* those on arches, mouldings and borders are most interesting. Part 1 contains angles and congruence, Part 2 is constructions and mensuration.

Trigonometry

By Prof. T. M. MACROBERT and W. ARTHUR. Part 3: Advanced Trigonometry. Part 4: Spherical Trigonometry. (Part 3: 4s. 6d. Part 4: 3s. Methuen.)

Part 3 discusses convergence of series, uniform convergence infinite products and functions of a complex variable. It would be a useful book for the really mathematical pupil. Part 4 is spherical trigonometry. The chief purpose is the solution of spherical triangles and we regret the entire omission of any reference to the applications in geodesy and astronomy.

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Miscellany

Book-Keeping by Easy Stages

By H. REYNARD and D. HUSTLER. (5s. net. Faber and Faber.)

Planned on novel lines, this book will appeal to the person who wishes to know how to deal with simple accounts rather than to the student, whose object is a full knowledge of book-keeping and the complexities of advanced accounts. Part I commences with the private accounts of an average man of the middle class and concludes with the accounts of the owner of a boarding-house. Part II deals, in a simple manner, with the accounts of the sole trader, the partnership and the limited company.

Elementary Book-Keeping

By H. C. ROBERTS. (2s. 6d. Arnold.)

The principles of book-keeping are presented in a clear and simple manner, and this book is suitable for young students approaching the subject for the first time. The method of approach is through the ledger, trial balance and simple profit and loss accounts. Then follow the subsidiary books, the cash book and the journal; and finally the accounts of the sole trader and the partnership. There is an abundance of clearly stated examples followed by appropriate exercises.

The Groundwork of Book-Keeping

By G. O. SUTHERLAND and W. PADGET. (3s. Harrap.)

The method of approach in this book is through the ledger, followed by the books of original entry. The fundamental principles are stressed and the student is trained from the very beginning to see the twofold aspect of every transaction. The earlier chapters deal only with the most elementary aspects of the subject, while the later chapters give the more difficult applications of the principles to the accounts of the sole trader and the partnership and conclude with a chapter on consignment accounts. The syllabuses of the elementary examinations of the Royal Society of Arts, the London Chamber of Commerce and similar examining bodies are amply covered. The text is clearly explained and logically arranged. The printing and binding are excellent for a book so reasonably priced. We can, therefore, recommend this book to the notice of those interested in the teaching of elementary book-keeping.

Library Co-operation in the British Isles

By L. NEWCOMBE. (Practical Library Handbooks, No. 4.) (5s. net. Allen & Unwin.)

This is another volume in the useful series of library handbooks published by Allen & Unwin. It deals with the need and development of a system of library co-operation in the British Isles, which led to the establishment of the National Central Library. The relationship between the National Central Library and the Regional Library system is explained and the procedure for borrowing books is described in detail. Any one who is contemplating research or who has to guide advanced reading would do well to study this lucid and effective handbook.

Modern Languages

Spiel mit Wolken und Winden: Erzählung aus dem Segelfliegerleben

By H. DITTMER. Edited by J. RIVERS. (2s. Macmillan.)

This story will interest boys who are attracted by flying and gliding or may induce them to become so. It is a well produced story with a minimum of technical terms; it should suit a second or third year form.

1. Zehn ziehen den Rhein hinauf
2. Franzl besucht Berlin
3. Die Ferienkolonie

By D. JENNER. (German Readers for Beginners.) (1s. 3d. each. Oxford University Press.)

Pleasant readers for beginners, with plenty of illustrations, and with questions and vocabularies. They might be used toward the end of the first year.

Beginning Norwegian: a Grammar and Reader

By Prof. E. I. HAUGEN. (Harrap's Modern Language Series.) (5s. net. Harrap.)

It is encouraging to see that French and German are not the only languages to be studied. A short while ago we noticed a Danish dictionary and now we have this well-printed first Norwegian course. If we are to increase our commerce we must know the languages of our customers.

J'ai Souvenance

By F. DE GRAND'COMBE. I: Le Matin. (18 fr. Paris: Les Presses Universitaires de France. London: Hachette.)

Of contemporary French authors there are two who are known by name to the man in the street and to the secondary schoolboy. One is M. André Maurois; the other is M. Félix Boillot who writes both under his real name and under his regional pseudonym of Félix de Grand'Combe. He feels he ought not to wait till he reaches 80, as Goethe did, before writing his memoirs. Here we have the first instalment which tells us of his childhood in the Franche Comté, his adventures at the village school, and, when his father was moved to a mastership in Paris, of his schooldays at Rollin, Henri IV and Chaptal. As his German was bad he was sent to German Switzerland to improve it. Later, for a similar reason, he was sent to a private school at Dover. As a result he came out first in English at the Concours Général. After taking his baccalauréat he did his year's military service at Nancy, and we leave him at the end of it. This does not seem very exciting; but the style is so brisk and engaging and the author relates so many curious and comic incidents and tells so many witty stories that every modern language master would do well to add it to his library, if only for the purpose of using extracts from it as unseens. We look forward eagerly to the appearance of his second volume.

Zum Wiedererzählen: a Collection of Simple German Anecdotes and Stories for Intensive Reading and Reproduction

Collected and Arranged by P. G. WILSON. (2s. Macmillan.)

This series of anecdotes would interest a second year form and free it from the drudgery of a course. In an introduction Mr. Wilson explains fully how he has used the material himself, and other teachers who find a form getting torpid could do worse than follow his plan.

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Religious Knowledge

1. The Bible Teacher's Difficulties
By Dr. F. J. RAE. (3s. Student Christian Movement Press.)

2. Origins and Growth of the New Testament
By G. B. AYRE. (2s. 6d. net. Blackie.)

3. The Making and Meaning of the Bible
By G. BARCLAY. Fourth Edition. (1s. net. Student Christian Movement Press.)

Three short presentations of the modern approach to the Bible. Mr. Barclay's is a cheap edition of a book originally published in 1923. Dr. Rae and Mr. Ayre write for the teacher, while Mr. Barclay's lectures are more "popular" in form, and suitable for reading by young people themselves. All three are to be recommended. What Mr. Ayre writes about the Gospels is particularly sound and up to date. He has an interesting appendix on the manuscripts, including the recently discovered Chester-Beatty papyri. Dr. Rae deals helpfully with many points which are of real difficulty to the inexperienced teacher—O.T. ideas of God, legend and history, the Virgin Birth, for example; on the question of miracle he seems too anxious to make the best of both worlds—such a phrase as "the providential happening of natural events" merely succeeds in begging the question. But as a whole the book is on the right lines.

Religious Education in Provided Schools
By T. F. KINLOCH. (Handbooks of Religious Education.) (1s. net. Oxford University Press.)

We hope that many who are responsible for religious teaching in Council schools—from directors of education downward—will read this excellent little essay. Mr. Kinloch is Adviser on Religious Education to the Wolverhampton Education Authority, and what he writes on organization, syllabus, class teaching and worship is both practical and enlightened.

The World in which Jesus Lived
By BASIL MATHEWS. (2s. 6d. net. Oxford: Clarendon Press.)

Mr. Mathews' scholarship, as well as his knowledge of Palestine, is fully adequate for his task, and the result is an extremely interesting little book which should be of great assistance to teachers—and is, indeed, suitable for actual class-work. What he describes of the geography, history and everyday life of Palestine—as well as of the Greek and Roman way of life—illuminates much in the Gospels which it is otherwise hard for the modern reader to understand. The style is simple and direct, and the illustrations excellent. We cordially recommend the book.

The Epistle to the Romans, in the Revised Version
With Introduction and Commentary by Prof. K. E. KIRK. (The Clarendon Bible.) (4s. 6d. net. Oxford: Clarendon Press.)

A full, and very competent, treatment of the most difficult of all St. Paul's letters. The Editor is the new Bishop of Oxford. Like the other volumes in this well-known series, its scholarship is modern, its interpretation somewhat conservative. Suitable for Higher Certificate candidates at schools, perhaps—though it is doubtful whether such detailed work on St. Paul is of value even in a Sixth Form—but more especially for theological students and teachers.

Science

General Plant Physiology
By E. C. BARTON WRIGHT. (15s. net. Williams and Norgate.)

The author intends this book for university students in their first and second years; it is thus too advanced for use in schools, but should, nevertheless, be in the hands of school teachers of botany. Though the preface disclaims the inclusion of the most recent research in any one particular branch, the information given in every section is well up to date, and the literature published during this century is cited. The whole subject is throughout presented with admirable lucidity, and several erroneous views, *e.g.* that on xerophytes, that still find a place in some elementary text-books, are refuted. One criticism may be permitted—the index is not very complete; "hormones," to which Sir F. Gowland Hopkins alludes in the Foreword, is not indexed; and there are other omissions.

Biological Drawings
By C. VON WYSS. Second Series: Botanical Studies. (Portfolio of 12 Drawings, 6s. 6d. Separate Drawings, 6d. each. University of London Press.)

Teachers of botany often have difficulty in inducing their pupils to draw as they should. Here are provided excellent examples showing the style and dimensions that should be employed. The twelve sheets (thick card, measuring 13 in. by 9 in.) have the following titles: Winter Buds of Trees, Germination, Dicotyledonous Flowering Plant, Monocotyledonous Flowering Plant, Pollination, Indehiscent Fruits, Dehiscent Fruits, Vegetative Reproduction, Plant Anatomy, Fern, Algae, Fungi. They are thus of service throughout an elementary course.

A B C of Agrobiology: the Quantitative Science of Plant Life and Plant Nutrition for Gardeners, Farmers and General Readers
By Dr. O. W. WILLCOX. (12s. 6d. net. Allen & Unwin.)

This most interesting work should be read by all who wish to comprehend the fundamental scientific principles on which the practice of applying artificial manures to the soil should be based. By driving home the fact that a large quantity of one kind of plant food in the soil will not exert its full effect unless it is properly supported by others, and by stressing the importance of accurate analysis of the soil itself, the author enables the farmer or gardener to formulate a definite and non-wasteful programme for the quantitative use of fertilizers in order to obtain the best results. In wise consideration of readers the advanced mathematics involved in the calculations that have been made are relegated to the final chapter, so that the main part of the book is intelligible by any educated person.

Heredity and Politics
By Prof. J. B. S. HALDANE. (7s. 6d. net. Allen & Unwin.)

This book is based on the author's Muirhead Lectures delivered at Birmingham University in 1937. In it he, with expert authority, discusses the bearings of our present knowledge of the phenomena of heredity on the future of the human, particularly the English, race. Little or no

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application of this knowledge has been made in Britain; but grave doubts are cast upon the measures, *e.g.* sterilization, that have been taken by some other countries in the hope of preventing the addition of yet more defectives to their population. The book is a very valuable contribution to the literature of this admittedly difficult subject, and deserves the careful attention of eugenicists and of our legislators. *Festina lente.*

Beneath the Surface : the Cycle of River Life

By H. E. T. COSTON. (The Design of Life Series.) (5s. Country Life.)

Of the inhabitants of our fresh waters, fish, chiefly of the salmon tribe, claim the greater part of this book. The arrangement is seasonal, beginning with mid-autumn, and so through winter, spring, summer and early autumn round again to the start. The behaviour of the fish at each period is described and sensibly discussed; and there are some very interesting photographs on which the author is to be congratulated. It may, however, be pointed out to him that "algae" is a plural word and not a singular as he repeatedly employs it; and (bottom of page 50) he is wrong in stating "the eggs of frogs are fertilized before they are laid."

Nature's Playground

By M. CORDELIA E. LEIGH. Book I.. (1s. 8d. Collins.)

In this splendidly illustrated little book Miss Leigh tells us in an attractive manner about flowers, birds, and many other animals that occur in the countryside or on our coasts; and occasionally goes farther afield to foreign lands. Her accounts are very accurate and thoroughly interesting. As a reader for juveniles the book can be warmly commended.

1. The Observer's Book of Trees and Shrubs of the British Isles
2. The Observer's Book of British Butterflies

Compiled by W. J. STOKOE. (2s. 6d. net each. Warne.)

Armed with these handy little volumes the rambler should have no difficulty in identifying the trees and shrubs or the butterflies that he comes across. Both are well illustrated, measure 5½ in. by 3¾ in., and together weigh but just over 1 lb.

Elementary Experimental Chemistry

By J. C. HOGG and Dr. C. L. BICKEL. (8s. 6d. net. New York: Oxford University Press.)

This is something really new and refreshing among text-books of practical chemistry. The Phillips Exeter Academy has a high reputation for its teaching of science, and if the present book is a typical example of the methods of instruction given there, the reputation must be thoroughly deserved. The choice of experiments in an elementary course is necessarily limited, and it is not in this respect that the book is noteworthy; where it excels is in the skill with which the pupils who use it are led to extract every particle of information that the experiments can provide. Mr. Hogg and Dr. Bickel are not of the "Add some A to B and see what happens; then go on to the next experiment" school of chemistry teachers. They first give a succinct and lucid summary of the general theory involved in the work to be done; next they provide precise instructions for the student (whom they do not presume to be utterly devoid of intelligence); and finally they ask short but searching questions which will at once reveal whether the import of the experiment has been appreciated. The book is altogether admirable: may we expect to have a theoretical text-book to accompany it?

Books Received

ART AND HANDICRAFT

The Arts of Mankind
Written and Illustrated by H. W. VAN LOON. (15s. net. Harrap.)

Drawing Without Tears
By I. FENWICK. (5s. net. Oxford University Press.)

Simple Designs for Scissor Cuts
Designed by C. DEALTRY. Series 1–3. (1s. 6d. each packet. Warne.)

A Three-Year Course in Handicraft in Wood
By R. S. FORBES. Teacher's Book 2. (2s. 6d. Collins.)

Teach Yourself Embroidery : a Book of Self-Instruction in the Art of Embroidery
Prepared under the Direction of MARY THOMAS. (EUP Book). (2s. net. English Universities Press.)

Handwriting : Everyman's Craft
By G. HEWITT. (10s. 6d. net. Kegan Paul.)

Rides round the World : Ten Outline Pictures for Colouring
(Friendship Frieze, No. 3.) (6d. Edinburgh House Press.)

Coloured Paper Work
By I. P. ROSEAMAN. (3s. net. Leicester: The Dryad Press.)

BIOGRAPHY

Percy Pitt of Covent Garden and the B.B.C.
By J. D. CHAMIER. (10s. 6d. net. Arnold.)

Isaac Newton, 1642–1727
By J. W. N. SULLIVAN. With a Memoir of the Author by C. SINGER. (8s. 6d. net. Macmillan.)

John Tiptoft (1427-1470)
By R. J. MITCHELL. (16s. net. Longmans.)

Lord Odo Russell, First Baron Ampthill : Ambassador to Bismarck
By Dr. WINIFRED TAFFS. (15s. net. Muller.)

Fifty Famous Lives
By G. H. HOLROYD. (The Laurel and Gold Series.) (1s. 2d. Collins.)

CLASSICS

Beginning Latin
By G. HIGHET. (4s. 6d. Oxford: Blackwell.)

Portrait of Socrates : being the *Apology, Crito* and *Phaedo* of Plato in an English Translation, with Introductions and Notes
By Sir R. W. LIVINGSTONE. (6s. net. Oxford: Clarendon Press.)

ECONOMICS

Distributing the Gifts : Distribution and Commerce
By A. H. THOMAS. ("The Nation's Livelihood" Books, 3.) (2s. 3d. Pitman.)

An Introduction to Money
By W. A. L. COULBORN. (6s. net. Longmans.)

Political Arithmetic : a Symposium of Population Studies
Edited by L. HOGBEN. (30s. net. Allen & Unwin.)

How We Live
By Sir JOHN A. MARRIOTT. Second edition, revised. (The World's Manuals.) (2s. 6d. net. Oxford University Press.)

EDUCATION

Scotland at School : Education for Citizenship
By Sir ALEXANDER MACEWEN. (1s. net. Oliver & Boyd.)

School Histories at War : a Study of the Treatment of our Wars in the Secondary School History Books of the United States and in those of its former Enemies
By A. WALWORTH. (5s. 6d. net. Cambridge, Mass. Harvard University Press; London: Oxford University Press.)

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Education in Pacific Countries : interpreting a Seminar Conference of Educators and Social Scientists conducted by the University of Hawaii, 1936
By Prof. F. M. KEESING. (8s. 6d. net. Oxford University Press.)

The Community School
Edited by S. EVERETT. (8s. 6d. net. New York and London : Appleton-Century Co.)

Scholastic, Economic and Social Backgrounds of Unemployed Youth
By W. F. DEARBORN and J. W. M. ROTHNEY. (Harvard Bulletins in Education, No. 20.) (6s. 6d. net. Cambridge, Mass. : Harvard University Press ; London : Oxford University Press.)

Harvard University, Graduate School of Arts and Sciences : Summaries of Theses accepted in partial Fulfilment of the Requirements of the Degree of Doctor of Philosophy, 1936
(8s. 6d. net. Cambridge, Mass. : Harvard University Press ; London : Oxford University Press.)

Scholars, Workers and Gentlemen
By M. S. MACLEAN. (The Inglis Lecture, 1938.) (4s. 6d. net. Cambridge, Mass. : Harvard University Press ; London : Oxford University Press.)

Educational Needs of the 14-15 Group : a Record of an Experiment in a Senior School
By A. GREENHOUGH. (5s. net. The Unicorn Press.)

Training in Democracy : the New Schools of Czechoslovakia
By Dr. F. H. STUERM. (New York : Inor Publishing Co.)

Pitman's Handbook of Commercial and Technical Education : Organization, Administration, Examinations, Syllabuses, Qualifications, Careers
Edited by H. DOWNS. Part 1 : Commercial Education. Part 2 : Technical Education. (15s. net. Pitman.)

ENGLISH, POETRY AND DRAMA

1. The New Girl and Nancy : a Story of School and the Open Air
2. That Boarding School Girl
3. Nancy at St. Bride's
By DORITA F. BRUCE.
4. The Rival Captains : a Public School Story
5. The Sporting House
6. The Wharton Medal
By R. BIRD.
(Modern Stories for the Schoolroom.) (1s. 9d. each. Oxford University Press.)

Modern English
By F. F. POTTER. Book 3. (1s. 5d. Pitman.)

Peggy and Paul and Laddy
By MARY J. CARR. (3s. 6d. net. Blackie.)

1. The Flying Schoolgirl
By R. WALKER.
2. Lost in the Pacific
By L. SURREY.
(Harrap's Adventure Library.) (No. 1, 2s. No. 2, 1s. 3d. Harrap.)

The Children's Ali Baba
Retold by F. H. PRITCHARD. (9d. Harrap.)

Birthday of Obash
Told and Illustrated by AUDREY CHALMERS. (3s. 6d. net. Oxford University Press.)

Lob Lie-by-the-Fire
By JULIANA H. EWING. (5s. net. Oxford University Press.)

Each in his Way : Stories of Famous Animals
By ALICE GALL and F. CREW. (6s. net. Oxford University Press.)

Gray, Collins and their Circle
Edited by W. T. WILLIAMS and G. H. VALLINS. (Methuen's English Classics.) Second (School) Edition. (2s. Methuen.)

Practical Prose Readers
By E. ALBERT. (Book 1, 2s. 3d. Book 2, 2s. 8d. Book 3, 2s. 9d. Harrap.)

Plain English : a Book for those who seek a more intimate Acquaintance with their own Language
By W. FREEMAN. (3s. 6d. net. Dent.)

Chambers's School Dictionary
Compiled by A. B. ANDERSON and J. E. ARKIESON. Edited by T. C. COLLOCOTT. (1s. 3d. Chambers.)

1. Stories, Essays and Poems
By W. DE LA MARE.
2. The Georgian Literary Scene
By F. SWINNERTON.
(Everyman's Library, Nos. 940 and 943.) (2s. net each. Dent.)

The Mary McClure Golden Story Book
By MARY MCCLURE. (2s. 6d. University of London Press.)

The Amateur Stage : a Book of Modern Play Production
By F. F. BROTHERTON and A. R. HOBBS. With an Appendix by Dr. J. W. GRIEVE. (5s. net. Oxford University Press.)

1. Lion of Sparta : a One-Act Play for Boys or Men
By T. B. MORRIS.
2. His Majesty Masquerades : a One-Act Play
By EDITH M. BARLING.
3. Nothing Ever Happens : a Play in One Act
By R. J. M. GREGOR.
(6d. each. Oxford University Press.)

Poems of Action
Selected by V. H. COLLINS. Second Edition, with additional Poems. (3s. Oxford University Press.)

Three Little Milly-Molly-Mandy Plays for Children : adapted from "Milly-Molly-Mandy Stories"
By JOYCE L. BRISLEY. (1s. 3d. Harrap.)

Six Little Plays for Children
By MONICA THORNE. Second (School) Edition. (1s. 6d. Methuen.)

1. Twelfth Night
Edited by J. C. DENT.
2. Richard II
Edited by J. M. LOTHIAN.
3. Julius Caesar
Edited by R. E. C. HOUGHTON.
(The New Clarendon Shakespeare.) (2s. each. Oxford : Clarendon Press.)

Picture Tales for Little Folk
By ELLA DEALTRY. Books 1–4. (2d. each. Warne.)

Think it Out : a Course in Criticism and Composition
By J. D. STEPHENSON. (2s. 9d. Methuen.)

The Way to English : a Course in Four Books in Reading, Observing, Speaking, Writing
By A. M. ROBB. (Books 1 and 2, 1s. 4d. each. Book 3, 1s. 6d. Book 4, 1s. 9d. Longmans.)

Modern English
By F. F. POTTER. Book 2. (1s. 4d. Pitman.)

1. The Oakhill Guide Company
Adapted from the Story by FELICITY KEITH.
2. Wrecker's Bay : a Yarn of Holiday Adventure
Adapted from the Story by P. WOODCOCK.
(The Happy Traveller Stories.) (1s. 6d. each. Blackie.)

1. Things to Know
2. Things To Do
By FLORENCE M. CLARK. (The Wonder World Readers, 1 and 2.) (1s. each. Warne.)

The Young Forty-niners
By C. B. RUTLEY. (Arnold's Continuous Story Readers, Grade 3.) (1s. 6d. Arnold.)

The Magic Box
By D. H. WILSON. (3s. 6d. Burns, Oates & Washbourne.)

A Century of Lyrics, 1550-1650
Edited by D. C. WHIMSTER. (2s. 3d. Arnold.)

Post-Victorian Poetry
By H. PALMER. (12s. 6d. net. Dent.)

Memory, and other Poems
By W. DE LA MARE. (6s. net. Constable.)

The London Dramatic Books
By R. BENNETT. First Series. Book 1 : Let's Pretend. (Paper covers, 4d. ; limp cloth, 6d.) Book 2 : Make-Believe. (Paper covers, 6d. ; limp cloth, 8d.). Book 3 : Your Turn Next. (Paper covers, 8d. ; limp cloth, 10d.) Book 4 : What Shall We Be ? (Paper covers, 10d. ; limp cloth, 1s.) Teacher's Book 1, for use with Pupil's Books 1 and 2. Teacher's Book 2, for use with Pupil's Books 3 and 4. (1s. 6d. each.) (University of London Press.)

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GEOGRAPHY

West of the Moon : a Book of Explorers
By ELIZABETH J. BOOG-WATSON and J. ISABEL CARRUTHERS. (Limp Cloth, 2s. 2d. Cloth Boards, 2s. 6d. Oxford University Press.)

Problem Maps
Revision Series. By H. ALNWICK. (3s. Harrap.)

Modern Geography
Book 1 : Foundations of Geography. By D. M. PREECE and H. R. B. WOOD. (3s. 6d. University Tutorial Press.)

African Mirage : the Record of a Journey
By HOYNINGEN-HUENE. (12s. 6d. net. Batsford.)

1. First Moroccan Journey
By Vice-Admiral C. V. USBORNE.

2. Albanian Journey
By BERNARD NEWMAN.

3. Through the Sudan
By Major A. R. DUGMORE.
(Pitman's Travel Series.) (1s. 9d. each. Pitman.)

The Lakeland Landscape
By G. CLARK and W. H. THOMPSON. (The County Landscapes.) (7s. 6d. net. Black.)

Man, the World Over
By C. C. CARTER and H. C. BRENTNALL. Book 1. (2s. 9d. Oxford : Blackwell.)

HISTORY

Philips' Atlas of Ancient and Classical History
Edited by R. MUIR and G. PHILIP. (5s. Philip.)

But We Shall Rise Again : a Narrative History of Chartism
By R. GROVES. (6s. net. Secker & Warburg.)

History of the United States of America
By Dr. H. W. ELSON. Revised and Enlarged Edition. (12s. net. New York : Macmillan.)

Speeches and Documents on International Affairs, 1918–37
Edited by Dr. A. B. KEITH. Vols. 1 and 2. (World's Classics.) (2s. net each. Oxford University Press.)

English History in a New Setting—3 (1688–1815) : Economic and Social, as well as Political and Military
By V. SIMMS. (2s. 6d. Dent.)

A Commentary on Macaulay's History of England
By Sir CHARLES FIRTH. (21s. net. Macmillan.)

Unto Caesar
By F. A. VOIGT. (10s. net. Constable.)

Persons and Periods : Studies
By G. D. H. COLE. (12s. 6d. net. Macmillan.)

Civilization in Europe
By Prof. J. S. SCHAPIRO and Prof. R. B. MORRIS. Part 1 : Ancient and Medieval Times. Part 2 : Modern Times in Europe. (10s. 6d. net. Harrap.)

The Union of Soviet Socialist Republics
By HEBE SPAULL. (Life in Other Lands.) (1s. 6d. net. Student Christian Movement Press.)

Wagons and Warriors : the Colonization of South Africa
By M. C. BORER. (Colonial Adventure and Achievement.) (1s. 10d. Pitman.)

Our Yesterdays : the Story of the British Peoples
Book 2 : From the Death of Queen Elizabeth to the French Revolution. By MARGARET M. ELLIOTT. (2s. 6d. Arnold.)

MATHEMATICS

A New Algebra for Schools
By C. V. DURELL. Part 3 (Shorter Version). (2s. Bell.)

A Modern First Geometry
By W. G. BATE. Complete Edition (with Answers). (4s. Pitman.)

Arithmetic of the Home
By D. E. ACKLAND. Book 2 (with Answers). (2s. 3d. Pitman.)

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Student Guidance Techniques : a Handbook for Counsellors in High Schools and Colleges
By Prof. D. G. PATERSON, GWENDOLEN G. SCHNEIDLER and Prof. E. G. WILLIAMSON. (18s. McGraw-Hill Publishing Co.)

Emotion and the Educative Process : a Report of the Committee on the Relation of Emotion to the Educative Process
By Prof. D. A. PRESCOTT. ($1.50. Washington, D.C. : American Council on Education.)

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By D. B. PEACOCK. (1s. 6d. Cambridge University Press.)

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By C. BOWER-SHORE. (1s. 6d. net. Epworth Press.)

OFFICIAL PUBLICATIONS

Report on the Co-ordination of Instruction and Examinations in Painting and Decorating, prepared at a Conference called by the Incorporated Institute of British Decorators, and Representatives of Craft and Educational Bodies, February, 1938

Board of Education : Science Museum
One Hundred Years of Transatlantic Steam Navigation, 1838–1938 : a Brief Outline of the History and Development of the Atlantic Ferry since the Advent of the Steamship, as illustrated by a special Exhibition at the Science Museum. By H. P. SPRATT. (6d. H.M.S.O.)

Controversy on Spain between H. A. Gwynne, Editor of the "Morning Post," and A. Ramos Oliveira, Spanish Writer
(6d. United Editorial Ltd.)

Education in Republican Spain : a Brief Survey
(2d. United Editorial Ltd.)

Ninth Quinquennial Report on Public Instruction in Burma for the Years 1932–3 to 1936–7
(1·4 rupees ; 1s. 11d. Rangoon : Government Printing and Stationery.)

L.T.A. Register of Recommended Hotels, Boarding Houses and Apartments, 1938
(6d. London Teachers Association.)

The Military Situation in Spain after Teruel
By Air-Commodore L. E. O. Charlton. (2d. United Editorial Ltd.)

Board of Education
Vacation Courses in England and Wales and Scotland, 1938. (6d. net. H.M.S.O.)

Carnegie Endowment for International Peace
Annual Report for 1937 of the Division of Intercourse and Education. By N. M. BUTLER.

Fitness Wins : Twenty-four Ways of Keeping Fit
(2d. net. National Fitness Council.)

The Public and Preparatory Schools Year Book, 1938
Edited by C. H. DEANE, A. P. W. DEANE and L. W. TAYLOR. (10s. 6d. net. Deane The Year Book Press.)

Health and Cleanliness Council
Suggestions for a Local Health and Cleanliness Campaign. Revised Edition.

Ministry of Labour : London Regional Advisory Council for Juvenile Employment
Third Annual Report, 1937. (3d. net. H.M.S.O.)

Bureau of Education, India
Education in India in 1935–36. (1.14 rupees ; 3s. 3d. Delhi : Manager of Publications.)

Board of Education
List 43 (1937) : Elementary Education, England and Wales. Cost per child, Elementary Education : Calculated upon the Actual net Expenditure of Local Education Authorities in the financial years (1st April to 31st March), 1934–35, 1935–36 and 1936–37 respectively. (6d. net. H.M.S.O.)

Recreation in Industry : a Guide to Existing Facilities
(1s. Industrial Welfare Society.)

The Raleigh Cruising Game
(Free. Nottingham : The Raleigh Cycle Co.)

Memoria de Enseñanze Primaria y Normal, correspondiente al Año 1937
Presentada al Consejo Nacional de Enseñanza Primaria y Normal por su Presidente JOSE C. WILLIMAN.

Royal Academy.—Of outstanding educational interest in this year's Exhibition is Harold Knight's *Dr. M. D. Brock*, a wonderful portrait of the well-known Head Mistress of Mary Datchelor School, Camberwell. Loris Rey exhibits a sculptured head : *Sir Michael Sadler*. School architecture is well represented in the Architectural Room. A. E. Richardson and C. Lovett Gill show their excellent design for the new North London Collegiate School at Canons Park, Edgware. Other exhibits in this room are Stephen Wilkinson : *Technical College, Nelson* ; Julian Leathart : *Senior Elementary School, Baldock, Herts.* ; William A. Forsyth : *Oundle School, new Boarding Houses* ; Oswald P. Milne : *Girls' Modern School, Bedford* ; and W. Fraser Granger : *New School Hall of St. Margaret's, Bushey*.

* * *

MESSRS. G. BELL & SONS, LTD., have issued their annual catalogue of Secondary and Higher Text-books. The titles are classified by subjects, notes are provided on most of them and new books are marked.

* * *

The Spring List issued by the J. B. LIPPINCOTT COMPANY contains reminders of works already published. Thus there is an account of *Early Man*, edited by G. G. MacCurdy, containing contributions from thirty-six distinguished men of science, while another reference is to Mary Evans's *Costume throughout the Ages*, a second edition of which has been issued.

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THE

JOURNAL OF EDUCATION

A Monthly Record and Review
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THE SCHOOL WORLD

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See below.

For SCHOOL and COLLEGE Notices
See pages 425–7, 449, 476 and 495

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For particulars apply to the Head Master, WALTER M. GORDON, M.A., Wrekin College.

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The JULY, 1938

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THE LAYMAN'S LIBRARY

XVIII.—SOCIAL LIFE IN MODERN FRENCH NOVELS

By de V. PAYEN-PAYNE

ALTHOUGH the war of 1870 caused a certain change in French literature, yet the break after the Great War was much more profound and extended to all European life. The enormous cost of the War impoverished all classes; habits have changed in the last twenty years more than in the century after the fall of Napoleon. Although the price of books has greatly increased, yet reading remains the cheapest of all pleasures. Novels, however, deal less now with the life of the moneyed classes and describe all strata of society.

This break was accentuated by the work of Marcel Proust, who followed Romain Rolland in writing a novel of a length only equalled by those of the seventeenth century. The first volume of *Du Côté de chez Swann* appeared in 1913, and *Le Temps Retrouvé*, the tenth and last volume, in 1927, five years after the death of the author. These volumes, neglected at first, have had a profound influence on subsequent writers. Superficially they give an inside picture of fashionable French society at the end of the nineteenth century, but in reality the author provides a new psychological outlook on life. He is no classic like Flaubert but an explorer in an unknown world which is as yet formless.

A very large number of novels were written about the War, most of which are now forgotten. Two which will possibly live are *Le Feu* of Henri Barbusse and *Les Croix de Bois* by Roland Dorgelès.

After the close of the War, Anatole France, Pierre Loti and Maurice Barrès wrote little; they did not long survive it. The great names were then those of Gide, Claudel and Valéry, all three more poets than prose writers. As philosophers they do not describe modern society so much as the eternal verities, Claudel always from the Catholic point of view. Gide is a versatile

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critic of life who pleads for free individualism. *La Porte Étroite* and *Si le Grain ne meurt* show him at his best.

When peace returned, Paul Bourget was still writing; his earlier novels had been psychological essays. Subsequently, he wrote on contemporary aristocratic society; the best known was *Cruelle Énigme*. Later, he supported the conservative Catholic outlook in *Le Disciple, L'Étape* and *L'Émigré*. François Mauriac may be regarded as his successor; he is best studied in *Le Baiser au Lépreux, Génétrix*, which shows the evil side of too great mother love, and *Thérèse Desqueyroux*, a powerful study of a poisoner. Soaked in the traditions of his native department, Les Landes, he is noted for his dramatic situations.

Paul Morand and Jean Cocteau are typical of the younger school; they were once followers of dadaism, that curious theory of the absurdity of art. Morand startled readers with his early books *Fermé la Nuit* and *Ouvert la Nuit*, very witty studies of a young man. Subsequently, he became a diplomat and in his *Londres* he shows almost as deep a knowledge of the English character as André Maurois himself. Cocteau's best novel is *Les Enfants Terribles*.

Pierre Hamp, who has himself worked with his hands, is the modern successor of Zola, who worked only with a pen. He elevates work to be an end in itself. His studies of railwaymen in *Le Rail*, of the linen industry in *Le Lin* and of the wool trade in *La Peine des Hommes* are books of value.

The example set by Rolland and Proust of long novels has been followed by Jules Romains (Louis Farigoule), the prophet of Unanimism, and Roger Martin du Gard. The former has now published ten volumes of *Les Hommes de Bonne Volonté*, which may be regarded as a modern equivalent of *La Comédie Humaine*. He is apt to lose himself in a torrent of words. The latter has eight volumes of *Les Thibault* to his credit, a series which deals with the struggle between two generations—the severe Catholic father and a son who rebels against him.

All foreigners who are intimate with French home life, and few tourists ever catch a glimpse of it, must realize that French manners are more ceremonious and formal than ours. How often does one hear the words *sans gêne* and *laisser aller* in the mouths of middle-class people when they speak of the English. The consequence of this correctitude is that the habits of artistic and literary circles, by a swing of the pendulum, are usually far freer than in England, and are likely to cause the prudish to shrug shoulders and cast eyes to heaven.

André Maurois is probably the French writer best known in England. A busy Elbeuf industrialist before the War, he was bored by his ample leisure as a liaison officer, and to fill up his time he wrote *Colonel Bramble* and *Dr. O'Grady*, his impressions of our soldiers. They proved almost as popular in England as in France. His studies of Shelley, Byron and Disraeli show how the French have a different angle of vision from ours. The recent book on advice to a young Frenchman coming to England for the first time supplements Félix Boillot's well-known *Tu Viens en Angleterre*.

Jacques de Lacretelle made his name with *Silbermann*, a thrilling story of a Jewish boy at a French lycée. Jean Giono, a regionalist of the Basses Alpes, writes of the soil and the love of the peasant for his land, even when it is arid. *Colline, Un de Baumugnes* (on which the film Angèle was founded) and *Le Chant du Monde* are his best known works. One of the most original of modern novelists is Jean Giraudoux; his best known novels are *Simon le Pathétique, Suzanne et le Pacifique* and *Siegfried et le Limousin*, this last is a curious study of a Frenchman wounded in the War who, having lost his memory, is re-educated in Germany and becomes a thorough German. *Bella* is a political novel, showing the rivalry of two French families—really the Poincarés and the Berthelots. It was read avidly by those who knew the protagonists and were interested in the inside working of politics. Giraudoux has also written plays, of which *Amphitryon 38* has been translated into English.

Georges Duhamel was educated as a doctor, which explains his sympathy for suffering humanity. He has written five volumes on Salavin, the humble clerk whom he has made one of the great figures of contemporary fiction. The first volume is called *La Confession de Minuit*. Other books of his are *Le Notaire du Hâvre, La Défense des Lettres*, a plea to allow authors to make a living, and a long series of *Les Pasquier* which contains much autobiographical material. Alphonse de Chateaubriant is mainly known for his Breton story, *Monsieur de Lourdines*, and Alain Fournier for *Le Grand Meaulnes*, a boy's adventure story, a style not common in France. He died before he was 30 and was a loss to French letters. J. R. Bloch's chief work has a curious title, *et Cie*; it is a deep study of the Jewish race and shows its fidelity to work as the chief reason of its continued existence. André Malranx writes political novels with a strong element of tragedy; one of the best known is *Le Temps de Mépris*. A novelist with a select public is Pierre MacOrlan who concentrates on adventurers; two characteristic books of his are *La Vénus internationale* and *La Bandéra*. The series of *Les Jennes Filles* of Henri de Montherlant has secured great popularity and placed him among the realists. In 1936 his *Celibataires* gained the Grand Prix of the Académie. Jacques Chardonne must not be forgotten: his best works are *Pauline, Porcelaines de Limoges* and *Destinées sentimentales*. André Thérive is looked upon as the chief of the populist school of novelists, but he is better known as Souday's successor as the literary critic of *Le Temps*. An unpleasant, brutal book but one of great power is L. F. Céline's *Voyage au bout de la Nuit*; it displays crudely the poverty of the post-War world. A newer writer who will be more heard of is René Behaine, who made his name with his *Histoire d'une Société*.

Many English readers take up a French novel without any interest in artistic theory or thesis to be proved, but simply to forget themselves in a story. These may be recommended to turn to Henry Bordeaux or Pierre Benoît. The former has as a background his own province of Savoy; his father was a lawyer who figures as Dr. Rambert in *La Maison*. Reacting against naturalism and pessimism, he found repose in his native Thonon after five years of Paris. This he explains in *Le Pays Natal*. His first success was *La Peur de Vivre*

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in which there are no villains. He attempts to prove that virtuous lives could also be interesting ; by describing family life as it is, his books have been very popular. Later works of his include *La Neige sous les Pas*, *Les Yeux qui s'ouvrent*, *Les Roquevillard* and *Sous les Pins Aroles*.

Pierre Benoît's novels are all written in the same vein as his first—*Koenigsmarck*. The heroine's name always begins with A ; there is always a secret to be discovered by the reader, not always expressed but implied, of which the whole is sometimes not fully comprehended till a second reading. From *l'Atlantide* to *Les Compagnons d'Ulysse*, a score of volumes, they can each be depended on for at least one thrill and the burning of much midnight oil.

These few notes cannot be concluded without a reference to the most original writer of her sex—Colette. Only older readers will recollect the sensation caused by her first books—*Claudine*, *Chéri* and *La Vagabonde*. She explains in *Mes Apprentissages* how she was exploited by her husband, Willy (Gauthier-Villars), a cold-blooded slave-driver who lived on her earnings. Her style is her own and quite inimitable ; her frankness and lack of moral outlook are most unusual in a woman-writer.

It must not be forgotten that plays often give a more intimate view of social life than do novels. All students of French have seen or have read the plays of Henry Bernstein, of which *Le Voleur* still remains the best known. Pagnol's *Topaze* and Deval's *Tovarich*, two of the greatest successes of recent years, have been edited for English schools. The supplements of *L'Illustration* include the best recent works of the French stage, those of Tristan Bernard, Sacha Guitry, Edouard Bourdet and Jean de Letraz. *Frénésie* by Peyret-Chappuis will probably prove the outstanding success of 1938. It takes less time to read a play than a novel.

SUMMER CONFERENCES, COURSES, AND TOURS

International Student Service.—The Seventeenth Annual Conference of International Student Service will take place at Les Avants sur Montreux, Switzerland, from July 28 to August 4. The main theme of the Conference will be "The Student and Society" and will be discussed under three sub-titles : (i) the student in the political life of his country ; (ii) The student and social problems ; (iii) The attitude of students towards religion. The discussion of each of these subjects will be opened by two speakers of divergent viewpoints. The Conference will also elaborate proposals for the programme of work to be undertaken by I.S.S. in the year 1938–1939. For this purpose it will be divided into three Commissions : (1) University and Student Problems ; (2) International Education through the University ; (3) Student Relief and Reconstruction. The Conference will take place at the Châtelard School, Les Avants, a former hotel which has been entirely modernized and where it will be possible for the whole conference to hold its sessions, be lodged and fed under the same roof. Attendance is limited to 200 university students, graduates and staff members from about twenty-five different countries. Application by graduates and undergraduates, of any nationality, at English universities, should be made to the London I.S.S. office, 49 Gordon Square, W.C. 1.

* * *

Association for the Reform of Latin Teaching.—The Twenty-second Summer School will be held at Buchanan Hostel, E. Suffolk Road, Edinburgh, from August 1 to 12 inclusive. The programme includes demonstration classes, oral practice, reading instruction, lectures, discussion, debates and examinations. Dr. Rouse will take a prominent part in the course. Further details may be obtained from the Hon. Sec., Miss F. Moor, 10 Church Street, Old Headington, Oxford.

* * *

Drama.—Summer Courses of the Art of Acting and Dramatic Production will be held at the Little Theatre, Citizen House, Bath, from July 29 to August 12 and August 15 to 29, and at the Everyman Theatre, Hampstead, London, N.W. 3, from September 2 to 11. The above are the only courses in Great Britain held in actual professional theatres, fully equipped with the most modern appliances of lighting bridges, scene docks, costume galleries, studios, &c., and therefore capable of acting as workshops for the actor, producer and dramatist, since the theatre itself is the only place in which he can learn his work in the same manner as the scientist in a laboratory. Members have frequently pointed out that the phenomenal success of the courses undoubtedly lies in the fact that they are essentially practical and not merely lecturable. Each session is complete in itself, and a wide variety of plays will be produced at each, including Classic, Shakespearian, Modern, Impressionist and International Drama, thus enabling every member to gain the maximum individual tuition in the art of acting and play production. Acting parts are guaranteed all who desire them in a variety of plays, while members who require practical experience in the art of production receive special tuition from famous stage directors. Members desiring to act in London are given the unrivalled opportunity of appearing at the famous Everyman Theatre, Hampstead, which forms the London centre for Citizen House. Further particulars will be forwarded on application to Citizen House, Bath.

* * *

Physical Education Vacation Courses in Sweden.—Summer courses in Physical Education have been arranged in Sweden for British students. Men and women are accepted and instruction is given in English. The courses are held at the South Swedish Gymnastic Institute, Lund, Sweden, from August 1 to 13 inclusive. The subjects include educational and "keep-fit" gymnastics, corrective gymnastics, rhythmic gymnastics as taught at the famous Medau School in Berlin, games, athletics, folk-dancing, &c. Lectures, demonstrations and films supplement the practical work. A diploma is awarded at the end of the course, the inclusive cost of which is 50s. per week. An illustrated prospectus can be obtained from the Hon. Organizing Secretary, S.G.I. Courses, 7 Turnberry Road, Glasgow, W. 1.

* * *

Summer School of Spanish.—The University of Liverpool Summer School of Spanish will be held this year somewhat earlier than usual (July 29–August 13) in order to allow for the holding of a continuation course in Spain if this should become possible. The School will be held in the University of Liverpool under the direction of Prof. E. Allison Peers, members having the choice of residing at the University Hostel, where there will be a Spanish host and hostess and Spanish alone will be spoken. Subjects of the lectures include the Spanish language, nineteenth century history and literature, social life and progress, and everyday Spanish life. There will be daily conversation practice in small graded sets under native teachers. Organized discussions, play-readings, Spanish games and music and excursions to places of interest will be among the occupations of the evenings and week-ends. Prospectuses of the School, and further particulars, may be obtained from the Secretary, School of Spanish, University of Liverpool.

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HEAD MISTRESSES IN CONFERENCE

By E. M. FOX, County School for Girls, Beckenham

THE Sixty-fourth Annual Conference of the Association of Head Mistresses was held at the Royal Masonic School for Girls, Rickmansworth. The lovely buildings scattered over the park-like grounds looked at their best in the soft June weather. The School was thrown hospitably open for our inspection, and many happy visits were paid to the chapel, the library, the studio, the class-rooms, and the school houses. The members of the Association are well-used to meeting in halls where there is little room to spare. They only half filled the Great Hall, and were in spacious surroundings in the panelled dining-room for luncheon. The spirit of welcome was evident at the station, where the School omnibus and private cars were put at the disposal of those who did not wish to stroll along the green paths to the School. There we found school girls with their smiling greeting directing us to our places. Later in the Conference a visit was also paid to Chorley Wood College, where an interesting school educates girls with little or no sight.

The Conference was opened by Mr. A. Burnett Brown, Senior Member of the Executive Committee of the Royal Masonic School for Girls. In a kind speech he told us that our meeting coincided with the celebrations held this year to commemorate the one hundred and fiftieth anniversary of the establishment of the School. After a long history, the new buildings at Rickmansworth were opened a few years ago. Every member of the Conference was given a view of the School on a post card, and illustrated pamphlets were also available describing the munificent benefaction of the Freemasons. The President of the Conference (Miss Tanner, Roedean School), in her reply, acknowledged not only the immediate kindness of the present welcome, but also the great benefit conferred by the Freemasons on education as a whole.

The first business before the Conference was the formal moving of certain resolutions concerned with administration. The balance sheet was passed and various reports were received from members of the Association who were representatives on other bodies. With a total membership of 747, it is natural that a variety of interests should be drawn in, and reports were received from bodies as widely different as the Vacation Term for Biblical Studies and the Conference of the World Federation of Educational Associations at Tokyo.

During the year, the Association has lost by death four actual or past members. Miss Hewitt, a life member, was formerly Head Mistress of Walthamstow High School, and for many years acted as Treasurer of the Association. Miss McCabe was formerly Head Mistress of Milham Ford School, Oxford. Mrs. O'Brien Harris had been Head Mistress of Clapton Secondary School, while Miss Morgan died in office at Newark High School.

The main topic of the Conference was the consideration of "Differing Ideals of Education in the World To-day." On the first day, interest centred in Russia and Germany. Mrs. Beatrice King (Author of *Changing Man: The Educational System of the U.S.S.R.*) spoke on Russian education. The Revolution of 1917 did not destroy in Russia the mutual distrust and suspicion marking the old régime. But the social Revolution after the Great War led to a state of extreme liberty among school children, and intense experimentalization in the curriculum until a period of stability was reached. All education in Russia is free, and without class distinction. Men and women work on an equality for equal rates of pay. The point of view in education is completely and frankly political. In this scheme the claims of the child's home are recognized, and on the whole, the average child in Russia leads a freer and a more interesting life than does the contemporary child in England. The joy of learning for its own sake is found at every age.

Sir Bernard Pares was the next speaker. Free education was unknown until 1910, and education was not compulsory until 1922. The strong spirit of solidarity among the many races which make up Russia has led the people to face resolutely every movement of national emergency. With the rise of Communism, education gave itself to Communistic propaganda. The need for a concerted defence of the Russian people has led to the extension of education. Like the public health services, it is free to all sections of the community. The experiments in education of the Soviet Republic is the most interesting national experiment of the present day. The whole Russian community has plunged itself whole-heartedly into Communism. The literacy of the people has increased from 25 per cent to 75 per cent, and when the children now at school have grown up, the result of this widespread education will be apparent. In fact, a close examination of Russian problems may help us to solve our own.

Dr. Wilmsen, Director of the Education Section of the Anglo-German Academic Bureau, told us of German schools. The German system of modern education goes back to Herbart, who taught that the subject of instruction was vital, and the personality of the teacher relatively unimportant. A great change took place through the teaching of Pestalozzi, by whom the guidance of the teacher was considered to be the most important element. The requirements of 'Nazional Politik' demand that all interests should be represented in the school. The exchange of one class of occupation with another is arranged, so that, for example, a party of miners may go to school to learn, and leave their work to be done by an equal number of boys, who leave school for the time to go to a miners' camp for about eight months. In day schools, opportunities for freedom and self-expression are given by a simplification of the time table and of the curriculum. This has led to the unification of the many differing types of schools into the *Oberschule* with enough freedom of choice to allow for all tastes. But the *Gymnasium* of the older type may,

(Continued on page 434)

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under certain conditions, be retained, and when a child leaves the *Volkschule*—the first school for all children—he may choose the *gymnasium* as the stepping-stone to the university. Education in girls' schools differs radically from that for boys. It gives most weight to those subjects which are considered likely to fit girls in after life to take their own place in society.

Another speaker followed on the same theme. More interesting than the mere description of the practical side, is the consideration of the effect of the educational system on the growing mind of German youth. The desire in the mind of Young Germany, to rebuild the social structure, has led to a great interest in education. The conviction that what is needed is the spirit of faith, fellowship and a high endeavour has led to greater unity among quite young children who were previously divided sharply into different political camps.

The simple service in the School Chapel was a fitting close to the deliberations of the first day. The sermon was preached by the Rev. E. S. Abbott, of the Bishop's Hostel, Lincoln. Taking as his text " Ye are the Body of Christ " (1 Corinthians xii. 27), the preacher said, " I never see a body unscathed. I always see a body maimed and broken. Just as we find ourselves in the beginning in a physical body, not of our own choosing, so we must accept our place in the body of the Christian community, even though it be a ' maimed and broken ' body, owing to past dissensions. The process of the Crucifixion and Resurrection has to be repeated in the individual body, and in that of the Church. We cannot stand apart from Christ's Church as it is ; but, by a threefold preparation—acceptance, patience, instruction—we can fulfil our vocation."

The main topic, " Differing Ideals of Education," was continued on the second day in four papers. Miss de Zouche, (Wolverhampton High School), spoke of " Education in relation to Social Unity." Quoting from several writers who deplored the present day attitude to democracy, Miss de Zouche examined certain social habits which seemed to militate against the common feeling of fellowship.

Miss Forster (Solihull High School), examined some practices in our schools in relation to democracy, and pointed out that an undue stress on marks and order of places might increase the spirit of individual competition, while more group work and communal effort led naturally to the spirit of self-government for the good of the whole society.

Miss Watt (Portsmouth High School), speaking on " Bias and Propaganda," criticized our tendency to dwell excessively on the past, and to lay too much stress on the intellectual approach to a subject. In this way we over-estimate the intellectual at the expense of the practical. She pleaded for more sympathy with the difficulties in the way of a girl, who, although she is able, may react badly to certain subjects in certain conditions.

Miss Collins (St. Saviour's and St. Olave's), pleaded for consultations of foreign archives in teaching English history. The lessons in modern affairs should enable the child to detect what is biased in the news of the time. Such lessons should teach at least that truth is hard to find, that international unity must be sought for with faith, and that our own policy has not always been dictated by righteousness. We must train our pupils to a fair and unbiased judgment of methods of life and government different from our own. The capacity for devotion and self-sacrifice is great, and sometimes appears to have no adequate outlet. The approach to any subject tends to be merely intellectual, because many of us fear the intrusion of the emotions. The potential force of women towards peace and freedom is immense, and is probably not yet measured. The social consciousness must be stretched to include other nations and other types.

The closing speech was expected with great interest. Mr. H. G. Wood (Director of Studies of Woodbrooke Settlement, Selly Oak, Birmingham) addressed the meeting on " Ends and Means in Education." Mr. Wood stated that before the War there was a general desire for teaching what was " safe " in education. Especially in the field of higher education and scientific study, the acquisition of knowledge for its own sake was required. Since the War the various national systems of education are dominated by varying purposes. The old common culture of the civilized world seems to be replaced by specific national types of culture, all determined by a definite purpose.

The demand to have education dominated by a special purpose has high exponents. In fact we cannot deny that knowledge is none the worse for being useful. The purpose of teaching a subject must inevitably determine the method chosen. In the wider implication, a practical interest may often lie behind a piece of research, and enrich the value of the research.

At the present day we need a conscious appreciation of the value of civil and religious liberties. At this stage in history, we should put the facts as we know them at the disposal of the younger generation, and show them the value of our hard-won democratic freedom. This will put the facts of dictatorship in the right light as retrograde steps in the history of human freedom and civilization. We must at any rate make sure that the boys and girls around us are kept free from any such influence. The speaker closed a thoughtful address with an appeal to all his hearers to rise above citizenship and to look on education as a preparation of the whole child for the life before him, both here and hereafter. When dealing with ultimate things we find that we teach best when we are least didactic. In the same way the lessons which a teacher conveys to his pupil deliberately may be of less real value than those which are conveyed unconsciously. Through all the education for this life, the teacher should be teaching for eternity, since the things that are passing are less than those that do endure.

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FURTHER LETTERS TO A YOUNG HEAD MASTER

XI.—REAL *v.* NOMINAL HEAD MASTERS AND GOVERNING BODIES

By W. JENKYN THOMAS, M.A., ex-Head Master of Hackney Downs School, formerly Grocers' Company's School

MY dear W.,

In my last letter I asked you whether, if you felt like unburdening your soul still further, you would tell me whether you were a real or a nominal head master. It was a blunt, not to say rude, question and I am relieved that you have not taken offence—I fully admit that you might justifiably have done so, especially as this rough question came on top of a scolding for not " keeping your distance " from your staff. I thank you for your forbearance and for answering so fully and candidly. On the whole, your reply has reassured me on this very important point.

I said in my last letter that I have known some who were only nominal head masters, and you have asked me to tell you more about them. Well, it is notorious that in some great public schools the house masters are in so strong a position that the head master has to have a very forceful personality to introduce any changes which he may consider desirable. I remember talking to a master who had a house in a famous public school about a reform which his head master had eloquently advocated in public. " Oh yes," he said, " Blank did mention it to us (' us ' being the house masters), but we have not done anything about it." And it was obvious that they did not intend to do anything about it. One head master of a day school let his second master practically run the school. The boys soon realized it—they are wonderfully quick at " sizing up " all their masters. Another head master let his heads of departments rule him.

But you may say, " Surely you are in favour of having heads of departments and of delegating power to them." Of course I am, but the ultimate decision with regard to any important principle in any department should remain in the hands of the head master. Another head master could not refuse any request made to him by members of his staff. He did not get any real gratitude, even when he granted an unreasonable request. It was realized that it was weakness, and not genuine goodwill on his part. Another head master kow-towed so much to an influential and meddlesome member of his governing body that he ceased to be a real head master. But that is enough, for the time being at any rate, of these awful examples.

I do not approve of " *L'état c'est moi* " in the full sense in which those words were uttered. But I do think that a head master should—in the words of Mr. George Smith which I recently quoted to you—dominate, but not domineer. He should have sufficient personality and exercise sufficient authority to put his imprint on both staff and boys.

I am very sorry to hear that our mutual friend (yes, I know all about the purist's objection to the adjective) Blank is going to lose his governing body. I have always considered that his local education authority is singularly unenlightened.

Perhaps you remember that in 1928 our Incorporated Association of Head Masters unanimously passed the following resolution :

> " That in the opinion of this Association it is of vital importance that every secondary school should have its own separate and appropriate governing body, which should be so constituted and entrusted with such powers as shall enable it to develop and maintain the individual character of the school."

As the Bryce Commission reported in 1895, " Freedom, variety and elasticity are and have been the merits which go far to redeem the defects in English education and must at all hazards be preserved." For their preservation—so far as they can be preserved by external machinery—there is nothing comparable to the traditional English system. Under this, the administration, as distinct from the control, of a school is entrusted to a separate governing body, which is endowed with sufficient power to attract as members persons in responsible positions who are especially qualified to deal with secondary education, and which is so constituted—to use the words which formerly appeared in the Board of Education's Regulations for Secondary Schools—" that it is in full personal touch with the school, that it has time and interest for the effective discharge of its duties, and that it is not overloaded with other functions." Such a governing body stands for one of the main facts upon which the life of the educational system depends, the living character of each school. It stimulates healthy local interest. When a school has been in existence for some time, the governing body maintains the traditions which have grown up with it, and, in the case of a new school, fosters their growth. It is the official representative and champion of the corporate pride which makes of the school a personality worthy of devotion and affection.

I should like to put the following questions to Blank's local education authority. Can a local education authority, loaded as it is, sometimes overloaded, with other functions, be in personal touch with its secondary schools? Is there not a tendency to regard them as items in the supply of secondary education, rather than as living entities? Is not local interest in a school which has no governing body diminished? Does not the absence of a governing body encourage the belief that schools maintained by local education authorities are necessarily of an inferior type? Are you likely to get the best work out of head masters and staffs of schools which are treated differently from the vast majority of secondary schools? Inasmuch as head masters have no direct access to the local education authority, is there not a danger of decisions on matters of vital interest to their schools being arrived at without giving those immediately concerned a proper opportunity

(Continued on page 440)

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of expressing their views? Are you wise in not availing yourselves of the services of men and women who, though they are not prepared to offer themselves as candidates in local elections, are yet keenly interested in secondary education, and qualified and willing to serve its cause? Have not centralization and uniformity in education already gone too far?

I dealt with the question of governing bodies in my presidential address to the Head Masters' Association in 1935, but my attempt to create interest in this important question failed because in the same address I attacked the London Labour Party for asking the London Education Committee to examine the books used in the schools under their control and to see that they were "free from capitalistic, patriotic and militaristic taint." This attack and the epigram which I coined, and which I will venture to recall to your memory, "Cooking the books of a business firm is a criminal offence. Cooking the children's books is a grievous sin against the moral code," monopolized the attention of the Press and prevented any adequate consideration of the question of governing bodies. By the way, I was accused of misquoting the terms of the resolution, but I gave them exactly as they were supplied by the Press Association, which is an impartial news agency, and as they were printed in *The Times* and other responsible journals.

I will conclude, as I usually do, in a lighter vein. You and I took our degrees in Classics. By the way, I was delighted that the governing body of an ancient and famous grammar school were determined the other day to secure a classical scholar as head master. I know that you are particularly fond of your Horace. Do you know the famous mistranslation of *Crescentem sequitur cura pecunian Maiorumque sitis?* It was, "Increase of money is followed by care and by a thirst for ancestors." According to Dean Inge, Dr. Hornby of Eton used to say that *Burke's Peerage* and *Landed Gentry* amply confirmed this statement. As this was so reasonable a mistake, he doubtless did not put in the margin anything like what the famous Dr. A. W. Verrall, of Trinity College, Cambridge, wrote in comment on a very silly mistake I made in one of my unseens: "You do not seem to have considered sufficiently what is and is not, according to the rules of common sense, conceivable." My head was bloody and the reverse of unbowed, after this fell blow, and the worst of it was that I thoroughly deserved it. Dean Inge also quotes the ingenious rendering—into sapphics, an impossible metre for such a passage—of "We thought her dying when she slept, And sleeping when she died":

Dormiens virgo sapiens videtur,
et vice versa.

Yours ever,
W. J. T.

CORRESPONDENCE

EVOLUTION: ITS HISTORY AND DEFENCE

May I be permitted to say that Mr. O. H. Latter's assertion, in his article on page 267 of the May number, that I hold the theory of "Evolution within the family, but not beyond it" is incorrect? I do not admit that any evolution, as opposed to mere differentiation, has taken place. Organisms are to some extent plastic. The fossils indicate that certain animals such as the sea-urchin, *Micraster*, in course of time underwent slight changes of form: man has been able to produce many breeds of pigeons, horses, &c. To infer from such facts as these that an amoeba may in course of time become transformed into an elephant is to apply the pernicious principle of extravagant extrapolation.

My volume, *More Difficulties of the Evolution Theory*, just published, contains replies to all the arguments of Dr. Morley Davies and shows that he has failed to adduce fossil proof of the origin of a new family from a pre-existing one. If a species be defined as an inter-breeding community, I challenge Mr. Latter or any of your readers to adduce PROOF that in nature one species has ever been converted into another animal species.

DOUGLAS DEWAR.

* * *

In making the assertion to which Mr. Dewar objects I was quoting from the first two lines of Chap. III in Dr. A. M. Davies' *Evolution and its Modern Critics*, which read, "I propose in this chapter to test Mr. Dewar's theory of 'Evolution within the family but not beyond it.'"

O. H. LATTER.

SALARIES OF HEAD MASTERS

Some comment has been recently made on the salaries paid to the head masters of our public schools. It was stated, whether correctly or not, that the Heads of Winchester and Eton receive £6,000 a year and a house, at Rugby and Harrow £5,000 is paid whereas many others gain as much as £2,500. Those who consider these salaries as too large for the heads of so important a profession should think of what are made by the chiefs of other callings. Many a fashionable K.C. makes his £20,000 a year, a doctor with a European reputation can make £10,000, a solicitor of eminence may earn as much. An architect is awarded from 6 to 10 per cent of the cost of all the buildings he designs. Accountants and engineers leave comfortable sums and heads of commercial companies and firms often large fortunes. So it cannot be asserted that head masters are overpaid.

But it is certain that assistant masters are consistently underpaid. One who is not a second master nor a house master is considered fortunate if he receives £400 a year, and the average must be about £200. It is true that many receive board and lodging in addition. But even then it is not possible to save much for old age out of such a sum when the cost of holidays has been subtracted. Complaints are often made that teachers do not show enough personality and vigour; but men and women with these gifts choose callings where more material rewards may be earned.

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PERSONAL PARAGRAPHS

TEACHERS will undoubtedly agree that from their point of view the most notable recipient of the Birthday Honours is Dr. Cyril Norwood, formerly Head Master of Harrow and now President of St. John's College, Oxford, who receives a knighthood. They will also note with great satisfaction that Sir Arthur Eddington has been awarded the Order of Merit.

* * *

OTHERS connected with education who have been honoured are: Knights Bachelor: William Girling Ball, Surgeon and Dean of the Medical College, St. Bartholomew's Hospital; Kenneth Ralph Barnes, Principal of the Royal Academy of Dramatic Art since 1909; Sydney Hugo Nicholson, M.V.O., Warden of St. Nicolas College, Chislehurst. Imperial Service Order (Companion): Ernest Charles Brewer, Head of the Elementary Schools Section, Board of Education. C.B.E.: Robert Henry Charles, Chief Inspector of Elementary Schools, Board of Education; Harry Andrew Bennie Gray, Chairman of the Huddersfield and District Local Employment Committee and of the Juvenile Advisory Committee; Bennett Melvill Jones, Professor of Aeronautical Engineering in the University of Cambridge. O.B.E. (Military Division): Captain John Sidney Boulter, St. Bees School; Captain and Brevet Major Herbert Bain Evans, Queen Mary's Grammar School; Captain Ernest William Gillard, Derby School; Captain Arthur Raymond Pepin, Marlborough College; Captain William Philip Selbie, Army Educational Corps; Captain Arthur Tilly, St. Edward's School; Captain Leslie Nelson Turner, Bury Grammar School. O.B.E. (Civil Division): Albert Dakin, Head Master, Stretford Grammar School; John Whitmell Hughes, Principal Finance Officer, Board of Education'; William Crampton Smith, Rector of the Royal Academy, Inverness; Arthur Ernest White, Principal Shrewsbury Technical College. M.B.E.: Joseph Frearson Blocksedge, Assistant Inspector, Board of Education; Frederick Charles Chapman, Head Master, Fishergate Senior School, York; Miss Catherine Smart, Superintendent of the Gilshochill Approved Girls' School, Glasgow; Rowland Harding Egerton, Head Master, Wykeham Senior School, Willesden; Miss Elsie Harral, Head Mistress, Holy Trinity Church of England Infants' School, Blackburn; Stanley Robert Hewitson, Head Master, Royal Hospital School, Holbrook; the Rev. Fred Hibberd, Chairman of the Blackpool Juvenile Advisory Committee; Miss Margaret Hoon, Honorary Organizer of the Westminster Health Society; Matthew John Potts, Manager of Glentress Instructional Centre, Ministry of Labour; Reginald John Shambrook, Head Master, Acland Central School, London; Mrs. Maggie Taylor, Head Mistress, Campton Junior Mixed Council School, Bedfordshire.

* * *

THE death of Mr. E. Percival Smith, Head Master of Bradford Grammar School, removes an expert on secondary education whose loss will be deeply felt. Mr. Smith was educated at Tonbridge School and Gonville and Caius College, Cambridge, and he was President of the Cambridge Union. After becoming an assistant master at Rossall, he was appointed Head Master of Maidstone Grammar School before he was 30. From there he moved to Bolton School, where he spent nine years, thence to Warwick School, and finally, in 1936, to Bradford. He was outspoken in manner, and gave a memorable address at the meeting in that year of the Incorporated Association of Head Masters, in which he condemned fanaticism in physical training. He strongly believed in such training but said no subject could be carried on to more dangerous extremes by those whose minds had been narrowed by expert training and a merely specialized outlook. Mr. Smith was a very hard worker, and was one of the Joint Hon. Secretaries of the Headmasters' Association. He had served on the Joint Matriculation Board and on the Lancashire County Council and was a frequent contributor to educational journals. He had a seizure while travelling in his car, and died at the early age of 47.

* * *

THE death of Dr. J. A. H. Johnston, Head Master of Highgate School from 1908 to 1936, closes a life which was marked by great success. When he first went to Highgate there were about 300 boys in the school; when he resigned there were over 700. Dr. Johnston was born in 1871 and educated abroad and at Edinburgh and Cambridge Universities. At Edinburgh he obtained first-class honours in mathematics and natural philosophy, besides other distinctions, and at Cambridge he was placed fourteenth wrangler in 1897. On leaving Cambridge he became Professor of Physics at the Royal Agricultural College, Cirencester, afterwards going to Tonbridge as an assistant master. From there, after nine years, he was appointed to Highgate. Perhaps the most striking innovation he made there was the introduction of aeronautics as an ordinary school subject. He arranged for the provision of a hangar equipped with both aeroplanes and aeroplane engines. A strong supporter of the O.T.C., he urged that each O.T.C. should possess a flying squadron. Many tributes have been paid to his organizing ability and to the aim he set before himself of making the most of the natural power and capacity of every boy.

* * *

THE Watford Grammar Schools—Boys and Girls—are both to have new Heads in September next. At the Girls' School, Miss J. B. B. Davidson will succeed Miss G. Fergie, who has resigned after thirty-three years' teaching service, including twenty-five years at Watford. Miss Davidson was educated at Galashiels Academy and graduated with M.A. from Galashiels Academy. At present she is Senior Mathematics Mistress at King Edward's High School for Girls, Birmingham.

* * *

MR. P. BOLTON, who succeeds Mr. E. Reynolds as Head Master of the Watford Boys' Grammar School, has been Head Master of Dean Close School, Cheltenham, since 1924. Mr. Bolton graduated from King's College, Cambridge, with first classes in Parts I and II, the Maths. Tripos, and in addition a class in Part II, the Nat. Science Tripos. Prior to becoming Head of Dean Close he was Head of the Physics and Engineering Department at Oundle.

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FOREIGN AND DOMINION NOTES

NYASALAND

Relation of the Government to the Mission Schools.

According to the Report of the Nyasaland Education Department for 1936, "the history of education is the history of the Missions" for the whole educational system is in the hands of the latter. Under an ordinance of 1930 the Government has the right to inspect all schools, to close any school conducted "in a manner which is not in the interests of the community" and to prohibit the opening of undesired schools or those which might militate against attendance at an "assisted" school. But, except in the latter, this ordinance removed all restrictions as to efficiency save in the teaching of English in African schools.

Jeanes Training Centre.

Official grants to the Missions have steadily risen since the 1932 cuts and consist of £1 for every £2 or £3 spent by them; the only exception is the Jeanes Training Centre at Zomba, which trains twenty-four selected Mission teachers in Jeanes work in villages and six selected chiefs, and adding in 1936 twenty-four "Community-worker-smallholders" under their chiefs. The training consists of adapting the superior hygienic and agricultural technique of the European to the African way of life without disturbing its natural course; the striking success of the Centre since its foundation ten years ago, has been amply recognized by the Carnegie Foundation and the Colonial Development Board in their grants. The second of two model villages was completed during the year, and the community course began in November; each village has its own elected headman and counsellors, and a "group" headman whose counsellors are elected from the members of both villages, decides common questions affecting the two villages. The curriculum consists of the following courses: medicine, agriculture, re-afforestation and forest conservation, animal welfare and management, and maternity and child welfare for the wives who accompany the students with their families.

European Education Commission.

In European education, the outstanding event of the year has been the publication of the report of the commission appointed in 1935 in Southern Rhodesia, where all European children who remain in Africa after the age of 11, are educated free of all tuition charges. Of particular interest are the recommendations for the setting up of modern schools with a rural bias and for generally improving the facilities for vocational training. The Southern Rhodesian Government has undertaken to grant Nyasaland children any additional facilities which may be provided.

Secondary Education.

An advisory committee has been concerned with African secondary education but it is unlikely that anything substantial will be done until there has been time to study the report of the Makerere Commission on Education in the Central and East African colonies (see June Notes).

Finance.

The estimates for recurrent expenditure on education in 1936 was £19,750, an increase of £1,048 on 1935, accounted for largely by the extension of the Jeanes Training Centre; of this sum £17,389 was spent on African education, £11,000 being paid in grants to the Missions and the rest to the Centre. The percentage of public revenue devoted to education compares very favourably with neighbouring colonies: in 1935, 4·4 per cent was spent in Nyasaland, 3·58 per cent in Northern Rhodesia and 3·44 per cent in Kenya, while it was only exceeded by Uganda with 4·45 per cent and Tanganyika with 4·59 per cent which includes contributions by Native Administrations (see June Notes). The African pays 13 per cent of the cost of education and the Missions 65 per cent, a state of affairs which cannot long continue as the Missions are faced with continually diminishing revenue from home.

PALESTINE

Since 1920, states the Palestine Government Report on Education for 1935–6, the dual system has gradually developed on a linguistic and racial, Hebrew and Arab basis; in both groups there are public schools—Government schools on the Arab side and on the Jewish side the schools controlled by the Va'ad Leumi (General Council of the Jewish Community)—and the non-public schools, Moslem, Christian and Jewish.

Increase in Numbers.

In January, 1936, the total number of schools was 136,971 composed of 76,760 Arab schools and 60,211 Hebrew schools. Education is not compulsory and while almost 100 per cent of the Jewish and Christian children receive some kind of education, Moslem children are worse off as the Government has been unable, in spite of its efforts, to meet the public demand for boys' education, though there has been little demand on the part of the girls. The percentages per Moslem schools are, in towns 75 per cent boys, 45 per cent girls, in villages 40 per cent boys and only 1 per cent girls. The Report for 1935–6 shows how the Government has tried to remedy this by increasing the annual estimates by more than £100,000 in four years to the figure of £290,702 in 1936–7, the average percentage to total estimates for those four years being 5·6.

Poor Arab Educational Facilities.

Arab Schools Closed.

Among the outstanding events of the year 1935–6 was, of course, the Arab protest to Jewish penetration which resulted in such disturbance among the Arabs that sixty-seven town and 130 village schools had to close owing to reduced attendances from April to October, 1936; whereas all the Jewish schools remained open throughout Palestine save for those at Hebron and Acre and two schools in the Old City of Jerusalem. In January, 1937, however, only four schools were still closed and they were in Army occupation.

University Department of Education.

A training centre for women rural teachers in Arab village schools was opened at Ramallah in 1935, and a new department of education in the Hebrew University at Jerusalem for the training of teachers in secondary schools and the higher grades of elementary schools. The newly opened secondary school at Beit Hakerem under the joint control of the University and Va'ad Leumi serves as a practising school for the students in training.

Va'ad Leumi Schools.

The Va'ad Leumi schools are classified as "General," "Mizrahi" and "Labour"; 40 per cent are of the two latter types where more stress is laid on religious and agricultural instruction respectively, and there is a tendency toward self-government and individual work. This latter feature is also present in three "children's villages" or "republics." That at Meier Shefeya, 11 years old and near Mount Carmel, has 150 children; it is an agricultural enterprise with a large estate, is co-educational, and has an eight-hour day, with two groups 10 to 13 years and 14 to 17 years, is largely self-governed and the teaching is closely related to the life of the community. The "children's village" of Ben Schemen on the Tel-Aviv-Jerusalem road, 9 years old with 300 children, is similarly organized, save that the groups are 3 to 8, 9 to 13 and 14 to 17. Finally, there is the community at Achwah on the Bay of Haifa where 100 children help to govern themselves between the ages of 14 and 18, but here they attend the town schools for their general education and devote their time at the "village" to agriculture and domestic subjects.

"Village Republics."

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PRIZE COMPETITIONS

The winner of the June Competition is " Proteus " ; *proxime accessit* " Hesperus."

One of the joint winners of the May Competition was Miss A. E. Bulan, 95 Alexandra Road, N.W. 8. Will the other, " Torelore," please let us know his address.

We classify the seventeen versions received as follows :

Class I.—Proteus, Hesperus, Martin, Ardconaig, Borderer, J. E. M., Yendu, Girigogolo, Old Colwyn, Atlantis, J. R., Mistletoe, D. A. A. P.

Class II.—Silsden, Fantasia, R. E., Onyx.

PASSAGE FROM *Le Ultime Lettere di Jacopo Ortis*, BY UGO FOSCOLO. (Edizione Hoepli, Milano.)

17 marzo.

Da due mesi non ti do segno di vita, e tu ti se' sgomentato ; e temi ch'io sia vinto oggimai dall'amore, da *dimenticarmi di te e della patria*. Fratel mio Lorenzo, tu conosci pur poco me e il cuore umano ed il tuo, se presumi che il desiderio di patria possa temperarsi mai, non che spegnersi ; se credi che ceda ad altre passioni—ben irrita le altre passioni, e n'è più irritato ; ed è pur vero, ed in questo hai detto pur bene ! *L'amore in un'anima esulcerata, e dove le altre passioni sono disperate, riesce onnipotente*—e io lo provo : ma che riesca funesto, t'inganni ; senza Teresa, io sarei forse oggi sotterra.

La Natura crea di propria autorità tali ingegni da non poter essere se non generosi ; venti anni addietro sì fatti ingegni si rimanevano inerti ed assiderati nel sopore universale d'Italia ; ma i tempi d'oggi hanno ridestato in essi le virili e natìe loro passioni ; ed hanno acquistato tal tempra, che spezzarli puoi, piegarli non mai. E non è sentenza metafisica questa ; la è verità che splende nella vita di molti antichi mortali gloriosamente infelici ; verità di cui mi sono accertato convivendo fra molti nostri concittadini : e li compiango insieme e gli ammiro ; da che, se Dio non ha pietà dell'Italia, dovranno chiudere nel loro secreto il desiderio di patria—funestissimo ! perchè o strugge, o addolora tutta la vita ; e nondimeno anzichè abbandonarlo, avranno cari i pericoli, e quell'angoscia, e la morte. Ed io mi sono uno di questi ; e tu, mio Lorenzo.

TRANSLATED BY " PROTEUS "

March 17th.

For two months I have given you no sign of life, and you are quite alarmed, and afraid that I have at last fallen a victim to love to the extent of " forgetting you and the home country." My dear brother, you certainly don't know much about me and the human heart or your own, if you suppose that the longing for one's country can ever grow less, let alone be extinguished ; or if you think that it yields place to other passions—why, it intensifies the other passions, and is still more intensified by them. And yet it is true, and you were certainly right when you said, that " in an embittered soul, where the other passionate longings are without hope of fulfilment, love emerges all-powerful " —and my own case proves it : but you are mistaken in thinking that it may prove fatal ; for without Theresa, I should perhaps be under the ground by now.

Nature of her own accord produces types of human character such as cannot fail to be noble. Twenty years ago such types of character remained ineffective and paralysed by the universal lethargy which prevailed in Italy ; but present times have reawakened in them their native, virile passions ; and they have become so tempered that, though you may break them, you can never bend them. And this is no mere metaphysical pronouncement ; it is a truth which shines forth in the lives of many men of old who were gloriously unfortunate ; a truth which has been brought home to me by living amongst our many fellow-countrymen ; I both pity them and admire them at the same time ; since, unless God has compassion on Italy, they will have to lock in their inmost soul the longing for their native land—a most fatal longing, because it either destroys, or else saddens the whole life. Nevertheless, instead of giving it up, they will hold dangers, all the suffering, and death itself dear. And I am one of these ; and so are you, dear Lorenzo.

This passage from Foscolo's letters was a test, not so much for grammatical difficulties, as for a sympathetic reproduction of style and the handling of lengthy sentences. The result was a little disappointing, since even the best entries were not entirely successful and there was often a disregard for detail which spoilt an otherwise correct rendering. The chief difficulties lay in the first paragraph ; with a few exceptions most competitors handled the second one skilfully. *Oggimai* was mistranslated frequently as *at last* instead of *now* or, as " Atlantis " preferred it, *nowadays*. The second sentence needed careful attention on account of its length and its punctuation, which required alteration in the English. Perhaps the simplest way of handling it was to omit the exclamation mark, as was done in most cases. Almost every one translated the phrase in italics extremely well, but many came to grief over *e io lo provo*, which, though apparently easy, needed a more subtle rendering than *I am proving it.* " Old Colwyn " and " Silsden " misunderstood the meaning of *ma che riesca funesto t'inganni*, and several translations introduced the word *baneful* or *baleful*, which was not suited to the style of the prose. *Sotterra* presented another slight difficulty, although most competitors chose the usual expression *in my grave ; under the sod* gave a rather abrupt ending to the paragraph.

Ingegni and *generosi* were very variously translated ; *ingegni* especially needed care as it had to be repeated in the same sentence. " D. A. A. P." and " Silsden " rendered it as *talents*, " Mistletoe " as *such geniuses*, " J. E. M. " as *dispositions*, and none of these were suitable for repetition. *Spirits, souls, beings*, were all equally effective. *Generosi* should not have been translated as *generous* but rather as *noble* or some equivalent of it. *Gloriosamente infelici* in the following sentence gave opportunity for individual scope : the literal translation of *gloriously unhappy* was weak ; *gloriously unfortunate, illustrious though defeated, gloried in their sufferings* were all good. It was a mistake to repeat the same word for *compiango* and *pieta*, especially as the original gave no excuse for it. The grammar of *perche o strugge o addolora* presented a pitfall to some, but in most entries it was well translated.

After much consideration the prize is awarded to " Proteus," with " Hesperus " and " Martin " following closely. Neither " Proteus " nor " Hesperus " produced a really finished rendering. On the whole, " Hesperus " kept up a good medium level, while " Proteus " excelled with his second paragraph. His first, though reading very naturally, was inclined to be too colloquial. " Hesperus's" chief error lay in translating *funestissimo* as *most distressfully*, which unexpectedly obscured a whole sentence. " Proteus " had more inaccuracies but more brilliant moments ; he mistranslated *oggimai*, and adopted an awkward repetition of the word *prove*. " Martin " made

(*Continued on page* 448)

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a good attempt which was spoilt by the punctuation in the first paragraph and a repetition of the word *pity* in the second. He also used *liberty* for *generosi*, which was not sufficiently close to the Italian. " J. E. M.," " Ardconaig," and " Borderer " were all so level that they may regard themselves as bracketed equal. " Yendu " might have reached a higher place with more care: one or two words were left out and the last few were completely ignored. " Old Colwyn " would do well to keep closer to the original; an interpretation of a sentence is never so successful as a translation of it, and frequently deprives the passage of its meaning. " R. E." made a good attempt, and might have been higher in the list with a closer inspection of the dictionary. " Onyx " should pay far more attention to grammar, for it is impossible to understand the meaning of the passage without it.

The division between first and second class was difficult to make, as nearly all translations had moments in which they reached the first class. The dividing line came finally between mistranslations and mistakes in grammar. " Silsden," " Fantasia," and " R. E." all had grammatical errors which with more care we feel sure they could avoid.

We thank " Proteus " and " R. E." for their letters, and will do our best to comply with the former's request for another Latin competition. He further suggests that we should try a Greek one, but we doubt whether, in these days, there would be enough entries. " R. E.," we are interested to learn, has been doing some professional translation. Her comparatively low place in the German verse competition was due mainly to one line " not one glimpse ascendent," which rhymed successfully with " pendent " but did not seem to convey any meaning.

In reply to " Old Colwyn's " query, we find that his version of last month's French prose was duly received and classified. If, however, he is referring to a version of the German poem (April Competition), none reached us bearing his pseudonym.

A Prize of Two Guineas is offered for the best translation of the following passage, from a letter of Goethe's to a friend, Hetzler (in the poet's student days at Strassburg).

d. 14 Juli, 1770.

Trapp hielt mich für todt; und für was werden Sie mich halten? denn ich binn Ihnen eine Antwort länger schuldig als ihm. Sie kennen mich aber zugut, theuerster Freund, als dass Sie zu meinem Stillschweigen eine unwahrscheinliche Ursache aufgraben sollten. Ich binn immer nachlässiger als ich beschäfftigt binn, und weil ich nichts zu thun hatte, oder nichts thun wollte, ist Ihr Brief auch unbeantwortet geblieben. Nun bin ich endlich einmal dran, Ihnen zu sagen, dass ich Sie liebe, und dass ich mich freue, Sie noch immer als einen wachenden Schüler der Musen zu sehen. Sie sind mir ein guter Mann, und haben mich lieb; aber Sie halten mich doch für zu weise und sich selbst zu gering, da Sie mir Fragen vorlegen, die ich Ihnen weder deutlich noch kurz, Ihre Erfahrung und eigne Empfindung aber sehr leicht beantworten kann. Nur ein wenig Geduld; Und, wenn ich Ihnen rathen darf, so werden Sie mehr Vortheil finden, zu suchen wo Schönheit seyn möchte als ängstlich zu fragen was sie ist. Einmal für allemal bleibt sie unerklärlich; Sie erscheint uns wie im Traum, wenn wir die Wercke der grossen Dichter und Mahler, kurz, aller empfindenden Künstler betrachten; es ist ein schwimmendes glänzendes Schattenbild, dessen Umriss keine Definition hascht.

Mendelssohn und andre, deren Schüler unser Herr Recktor ist, haben versucht die Schönheit wie einen Schmetterling zu fangen, und mit Stecknadeln, fur den neugierigen Betrachter festzustecken; es ist ihnen gelungen; doch es ist nicht anders damit, als mit dem Schmetterlingsfang; das arme Thier zittert im Netze, streifft sich die schönsten Farben ab; und wenn man es ja unversehrt erwischt, so stickt es doch endlich steif und leblos da; der Leichnam ist nicht das ganze Thier, es gehört noch etwas dazu, noch ein Hauptstück, und bei der Gelegenheit, wie bey ieder andern, ein sehr hauptsächliches Hauptstück: das Leben, der Geist der alles schön macht.

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All entries for this month's competition, which must be accompanied by the coupon printed on page 475, must reach the office by the first post on August 1, 1938, addressed " PRIZE EDITOR," The Journal of Education, *Ludgate Broadway, E.C. 4.*

Persian Phantasy

Sweet sang the bulbul from his tasseled bough
Of feathery tamarisk beneath the moon.
Aglow in the golden light, his lilted vow
He warbles soft unto the night's mid-noon.
Beneath the tree, by crystal fountain-spray,
Locked hand in small hand, the prince and
princess come,
With raven curls, and deep, dark eyes that say
Enchanted words at which the lips are dumb.
Nearby there stands an ancient nunnery,
And, at a window, peeps a nun—so fair,
The milky moonlight can not whiter be
Than her soft skin, nor brighter than her hair.
She gazes spell-bound at the twain below,
And wistfully her eyes do fill with tears.
Spring's blossom-laden breath doth fragrant blow
Awakening in her breast new hopes and fears.
It seems as if all shades and ghosts of love
Were wafted all about the scented air:
Lovers of antiquity, that move
In tender cloud-shapes, having lost their care:
Birds that chant their ecstasy in trees,
And little humming things that dive and drift:
Unfolding flowers on land, and in the seas
Pulsating life—great universal gift.

The bulbul sings—and with his ageless lore
Wakes Spring's eternal miracle once more.

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PRIZE ESSAY COMPETITION

ENGLISH COMPOSITION

In the history of this Competition, June has often, but not always, been a month of small entries. Unfortunately, this June falls short of an adequate number of candidates, and in consequence the Editors have felt obliged to restrict the number of prizes to three: one for the Juniors and two for the Seniors. It is hoped that in future this may not be necessary.

The regulations have been better attended to on this occasion, but still loose and unnumbered sheets have been sent in; a good many candidates have written on both sides of a sheet; one candidate submitted two essays, when only one is admissible; and while the hand-writing has usually been clear and good there have been exceptions. The candidate's name should be written in *block letters*. The subject of the essay should appear on the cover.

The work has been good, all candidates having gained A or B classification, and none lower. Many have chosen themes where examples of the points given should be sufficiently numerous though not exhaustive. For example, "The Pleasures of Life," or "The Fascinations of a great City"; in such cases a satisfying number should be mentioned and proportionately dwelt upon.

A good combination of literary knowledge and imaginative power to make the characters live and speak was a marked feature of "A day in the Forest of Arden," and it entitled it to the award of the Junior Prize. "Dolls" was treated with wide scope and variety: a wonderful piece of work for a child of 12. As might have been expected, not a few of the candidates wrote about visits to the Glasgow Exhibition. Puzzlement caused by the bewildering variety and extent of it was a natural experience, but genuine and intelligent interest in some of the exhibits was also manifest. "Day Dreams" was another noteworthy effort and along with an essay on "Birds" approached the top of the list.

Wide scope and sensible, well-balanced remarks on many of the games of older and modern times were characteristic of the essay that gained the First Senior Prize—"Sport that wrinkled Care derides," a clever title. The second prize went to the writer of an essay on "Sadness," a thoughtful piece of work (statuesque rather than colourful—discriminating between sadness and passionate feeling). "The Bard" was a series of three pen pictures representative of national bards from early times to Shakespeare. A fine piece of work was "A Dream of a Russian Village," with realistic description and unity of structure.

Here is the final classification:

JUNIORS

CLASS A.—*Prize:* Cathleen Coneghan, Notre Dame High School, Glasgow.

(In alphabetical order): Mary R. Connolly, Notre Dame High School, Glasgow; Ann W. Moseley, County Secondary School, Llandrindod Wells; Julie Pini, St. Mary's Convent, Folkestone; Sylvia A. Sington, Thornbank School, Bexhill-on-Sea; Deidre Skelton, St. Mary's Convent, Folkestone.

CLASS B (in alphabetical order): Enid N. Edwards, County Secondary School, Llandrindod Wells; Patricia Digby, Notre Dame Collegiate School, Leeds; Olive Garner, Notre Dame Collegiate School, Leeds; Sheila E. Pardoe, Thornbank School, Bexhill-on-Sea; Maureen Richardson, Notre Dame Collegiate School, Leeds; Olga Sidomia, Notre Dame High School, Glasgow.

SENIORS

CLASS A.—*First Prize:* Maureen Kilroe, St. Mary's Priory, Princethorpe, Rugby; *Second Prize:* Brenda Laver, Clark's Collegiate School, Ilford.

(In alphabetical order): Domini Callaghan, Notre Dame Collegiate School, Leeds; Mary Choules, St. Dunstan's Abbey School, Plymouth; Joyce Coates, Clark's Collegiate School, Ilford; Lydia Curley, Notre Dame High School, Glasgow; Margaret M. Halton, Notre Dame Collegiate School, Leeds; Margaret Henderson, Notre Dame High School, Glasgow; Dorothy Reddaway, St. Dunstan's Abbey School, Plymouth; Patricia Rayner, Notre Dame Collegiate School, Leeds; Mona Vaughan, County Secondary School, Llandrindod Wells; Muriel N. Westacott, The Red Maids' School, Bristol.

CLASS B (in alphabetical order): Rosemary Aglionby, St. Mary's Priory, Princethorpe, Rugby; Yvonne B. Bufton, County Secondary School, Llandrindod Wells; Diana Demes, County Secondary School, Llandrindod Wells; Barbara Gadsby, St. Mary's Convent, Folkestone; Philippa Horsfield, St. Mary's Priory, Princethorpe, Rugby; Eileen Magill, Notre Dame High School, Glasgow; Anne E. Neighbour, Thornbank School, Bexhill-on-Sea; Vance Thomas, St. Dunstan's Abbey School, Plymouth.

Essays for the next Competition are due October 6, 1938.

On the outside cover of the essays should be written:

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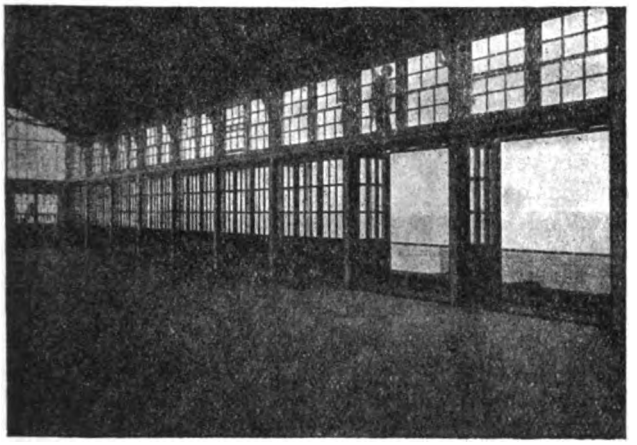

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LONDON: MR. WILLIAM RICE, LUDGATE BROADWAY, E.C. 4

Promise—and Difficulties—of Technical Educators

THE anxiety which arises in the minds of teachers when they review the dangers and perplexities of the international situation showed very clearly during the Twenty-Ninth Annual Conference of the Association of Teachers in Technical Institutions which was held in Leeds during Whitsuntide. Mr. A. C. R. Ritchie, in his presidential address, dealt with the matter at some length, and he made it clear that he did so without apology since he believed that there never was a time "when it was more imperative for seriously-minded men and women to think clearly and constructively on the problems which to-day confront our civilization."

Prof. H. Levy, of the Imperial College of Science and Technology, took up the same point when he addressed the final meeting of the Conference, and, like Mr. Ritchie, he laid emphasis on the responsibilities of technologists. Since they had made possible the frightful means by which modern warfare can be, and is, conducted, he insisted that it was their duty to see the implications of their work so far as society is concerned. He denied the theory that contributions made to scientific knowledge are always to be regarded as a service to humanity. On the contrary, they are now being used to batter humanity to pieces, and unless the worker in science understands the significance of present events, and unless he works through groups and associations to prevent world disaster, that world disaster may happen.

We sympathize very deeply with the dilemma in which the technical teachers are placed. They recognize their

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responsibilities. They know that technical developments cannot be stopped. They know, too, just as do teachers in all educational fields, that the catastrophe of war would inevitably postpone the realization of educational dreams and plans, if, indeed, it did not completely destroy them as it might destroy civilization itself.

Consider the excellent list of activities in technical education which was sketched by Mr. Ritchie in his presidential address. The main lines of policy have been laid down in a " Report on Policy in Technical Education " drawn up by a Joint Committee of the Association of Teachers in Technical Institutions, the Association of Technical Institutions and the National Society of Art Masters.

The same Joint Committee, during the year has examined special aspects of those main lines of policy which, in our view, will go far to develop in technical colleges qualities necessary to the new culture which Mr. Ritchie insisted is inherent in technical education. We agree with him, as our own columns have often testified, that those qualities can lie within the framework of vocational education. We congratulate Mr. Ritchie particularly because his words in this connexion were not the words of some one on the defensive. " We are not afraid of the word ' vocational.' " That, on Mr. Ritchie's part, was well said, and may be taken to mean that the vital service which technical education is giving to industry and commerce will not be lessened by gestures to a culture which may be traditional and fitting in other branches of education, but which may easily stifle the experiments in realism, as well as in humanism, which it is the business of technical education to conduct.

We are glad to note that the approach of the technical institution to the teaching of citizenship will be peculiar to itself. Mr. Ritchie, on behalf of his association, made that very clear when he laid emphasis on the fact: " suggestions as to the most suitable application of methods to the needs and opportunities of the various types of technical students are given in detail " (by the Joint Committee). But " to embody these suggestions in our curriculum does not necessarily mean the introduction of new subjects . . . it may often be done successfully by a re-orientation of existing subjects."

Another aspect of policy now being worked out by the Joint Committee is that of the need for increased library facilities in technical institutions. A report is nearing completion. We shall look forward to it with especial interest since we agree with Mr. Ritchie that the " provision of ample library facilities is just as important in a technical institution as is the provision of apparatus and equipment, and we are only too well acquainted," he added, significantly, " with the inadequacy of such facilities at present."

Perhaps one of the outstanding differences between technical teachers and their colleagues in primary and secondary schools is that, for technical teachers, the formulation of satisfactory schemes of training in teaching has been regarded hitherto as practically impossible. There are still, as Mr. Ritchie pointed out, wide differences of opinion as to the possibility—or even the desirability—of such schemes of training. The reasons for such differences of opinion are not hard to find. Few candidates for technical teaching posts set out deliberately to make teaching their life's work. They are men and women of high skill and qualification whose first work has been in industrial and commercial posts. The extremely diverse types of work in technical institutions adds another complication. But teachers of all kinds soon realize that, no matter how well-informed they may be in their particular subjects, there is an art of teaching and it presents subtle problems to the beginner.

Mr. Ritchie sums up the difficulty of present circumstances as follows: " Under the guidance of a sympathetic principal or head of department, they may rapidly overcome their difficulties, but in some cases the ability to ' get the subject over ' may come only after long and not very pleasant experience." We welcome, then, Mr. Ritchie's announcement that a memorandum has been prepared by the Joint Committee which sketches out a scheme of training for technical teachers. We assume, too, that it must have overcome many of the long-standing difficulties since we understand that it was accepted by the Conference. We say that, even while there is reason for us to believe that the final word has not yet been said. Either Mr. Ritchie was especially cautious or more modest than the rest of his paper would have led us to believe when he said: " We do not pretend that the proposed scheme is by any means perfect, but we believe it may at least form a beginning, and we shall watch its development with interest, if and when it is put into operation."

The teaching of citizenship, the development of library facilities and the training of technical teachers: even these three aspects of development in technical education, taken apart from others which Mr. Ritchie sketched, are sufficient as a guide to the path along which technical education is proceeding. They show its kinship with other fields. They may not follow precisely the same paths as are followed by those concerned with primary and secondary education, but they lead ultimately to the same city. And while we may welcome them gladly, we must return to the more sombre problems upon which we touched in opening. What chance have these developments if the dark forces about us plunge the world into war and tear to shreds the delicate fabric of civilization?

The dilemma for technical teachers remains. It presents an anxiety from which no body of educationists can escape. Can they follow Prof. Levy's advice and, working through their associations, bring pressure to bear upon the Governments?

To associations of teachers the problem is complicated by the fact that all of them are avowedly non-political in constitution. In our view it is well that such is the case; for associations enrol as members men and women owing allegiance to each political party, and any opinion which attacked or paid tribute to one party could easily split an association from top to bottom. Mr. Ritchie may therefore have been wise to offer as a solution of the problem a re-examination of peace-teaching methods through the machinery of the League of Nations.

We recognize that such a solution may not be swift or drastic enough, particularly in the eyes of some

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technologists, to stop the dangers inherent in swiftly moving technical development coupled with slowly moving social ideas. But until associations can decide where lies the dividing line between " political action " which would bring them into the dangerous realm of party politics and " political action " in the sense that they may bring pressure (as indeed they often do) to secure that their advice as educationists may be directed, irrespective of political parties, towards proper quarters, the dilemma we have mentioned must remain.

OCCASIONAL · NOTES

SIR PERCIVAL SHARP, writing in *Education*, points out that the Education Act of 1936 comes into operation on September 1, 1939, and that local authorities are finding difficulty in carrying out their building programmes at the rate originally expected. The Board of Education has already extended until December, 1940 the period during which the special rate of grant will operate, but building costs have increased and labour has become increasingly difficult to obtain. Hence, Sir Percival says, certain local education authorities are anxiously concerned about the price they must pay if they are to be ready by next year. He says that they would welcome the extension of the grant period until December, 1941, and he adds that the Board might properly take the view that such a concession would have to be accompanied by a postponement of the appointed day until September 1, 1940. This suggestion fills *The Schoolmaster* with foreboding, a foreboding which we share to the full. " This was the device," it says, " by which the Fisher Act was whittled away and by which a great conception of continuative and further education was brought to naught." We hope there will be no tampering with the appointed day.

The Appointed Day.

THE Amulree Report on Holidays with Pay included recommendations that the Minister of Labour should give every encouragement to the spreading over of holidays " between the beginning of summer time and the beginning of October," and that education authorities should endeavour to arrange holidays to fit in with the industrial holidays in the area. The Board of Education was commendably prompt in initiating conversations with representatives of local education authorities and of the teachers' associations on the question, and the conclusions reached appear to remove any possibility that the schools will interfere with any staggering of holidays for clerical or industrial workers. It is obvious that so far as the secondary schools are concerned, the School Certificate Examinations are at present an obstacle. The meeting therefore concluded that they should be removed from the summer term, and with the examinations out of the way, went on to agree that pupils whose parents were on holiday with pay should be allowed leave of absence from school. These absences will no doubt make the work of the teacher during the summer term more difficult, but there will be few who will not agree that the gain to the children from the holiday will far outweigh any loss from the interruption of their school work.

School Holidays:

IN view of the conclusions reached by the Board of Education, the local authorities and the teachers, the Standing Committee of the Schools Examinations Council was called upon to consider to what period of the year the School Certificate Examinations should be removed. Wisely, we think, it was resolved that the autumn term was preferable to the spring term, and that November and December should be the examination months. Many pupils and teachers will be pleased that at last the summer term will cease to be the time of most intensive study. This change involves an alteration in the school year and it was decided to recommend to the Board that beginning in 1940, the calendar year and the school year should coincide. Thus the examinations would be held in June and July, 1939, and then in November and December, 1940, giving, during the " carry-over," one school year of four terms. Will the universities now alter their academic year? We understand that they are to be asked to consider the question.

Examinations and the School Year.

WE have sometimes heard a schoolmaster remark that parents are a mistake. But Mr. Raymond Henniker-Heaton, speaking at a meeting of the British Union of Practical Psychologists at Southport, went even further than this. Life, to-day, he said, is chaotic, a condition for which the individual is responsible—he should have said the parents of the individual. " Really, it is a pity that we have to have parents. In Victorian times sentimentality about mothers was non-stop. It has not stopped yet. There were songs—' What is home without a mother? ' and ' A boy's best friend is his mother.' . . . Yet, in spite of all these eulogisms, who is the potential, the most deadly enemy of the boy? The mother is. And the father comes a good second." Mr. Henniker-Heaton was good enough to add that he knew many splendid mothers, but no one described their sons as " mother's darlings." He had not much to say on behalf of father, except that he did not sail under false colours. No song extolled his virtues, even in Victorian times. Girls were also the victims of parents. It was part of common knowledge that the lives of more girls are ruined by excessive " devoted mothers " than by wicked lovers. Really! Surely Mr. Henniker-Heaton's experiences must have been unfortunate. Do the practical psychologists really believe all this, or was the speech a subtle form of advertisement?

Parents.

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THE somewhat ill-advised attempts of the Admiralty to obtain permission from local education authorities for retired naval officers to visit schools for the purpose of giving talks on life in the Navy have met with a rebuff. In a circular letter, addressed to local authorities by Rear-Admiral Layton, it was stated that the letter was being sent on the recommendation of Sir Percival Sharp. Sir Percival, however, has lost no time in making it clear that he had made no such recommendation, but had merely extended the usual courtesies while insisting that the decision must in every case be left to the local education authority. Moreover, *The Schoolmaster*, in a leading article, has expressed strong opposition to the scheme, on the ground that the only prudent and safe line is to shut the school doors against all propagandists. The desire of the Defence Services to stimulate recruiting is natural, but the school is not the proper place for such efforts. It is evident that the National Union of Teachers will have none of it, and in this it is undoubtedly right. If the schools are once opened to propaganda, so many organizations might make out a good claim for admission that the proper work of the schools would be seriously interfered with. It is noteworthy that the Hull Education Committee has rejected the proposal, and we trust that no further efforts will be made to introduce such a dangerous innovation.

The Navy and the Schools.

THE reply of the President of the Board of Education to a deputation which waited upon him on June 13 to urge reduction in the size of classes in elementary schools was much as might have been and probably was expected, which means that it was from the educationist's point of view unsatisfactory. Lord Stanhope pointed out the progress which has been made since 1928 and emphasized the cost of reducing the size of classes to 30, the number pressed upon him. That true economy may mean spending not less, but more money, is a truism of which some government departments show, perhaps, more than adequate knowledge at present. To refuse to spend more money on education in order to create conditions which make education possible would be the truest economy. In other words no money spent on the nation's educational services is as well spent as that which would make possible smaller classes. The teacher cannot do his work properly unless the class is of such a size as to make an individual approach possible. Perhaps the deputation was unwise to adopt thirty as the number to ask for; 25,000 additional class-rooms costing £15,000,000 and an additional £11,000,000 a year on teachers' salaries are large figures, but nevertheless it is undoubtedly true that the present rate of progress is not good enough and the reduction in the child population should make it possible to accelerate it.

Size of Classes.

PEMBROKESHIRE appointed an Organizer of Physical Training some months ago, but there are indications that drastic steps must be taken if it is intended that his work shall have more than superficial effect. A Commission of Inquiry, headed by Mr. Clement Davis, K.C., M.P., has been going into the prevalence of tuberculosis in Wales and the measures taken by the Welsh Memorial Association to combat the disease. The Commission complained that Pembrokeshire, one of the "black spots" in Wales for tuberculosis, had treated its request for information in somewhat cavalier fashion. The evidence given by the Director of Education for the County was excepted from his strictures and was said to be of great value.

The Foundations of National Physical Fitness:

THE Director directed attention to what, in his opinion, were the main causes for failure to build up resistance to the disease amongst children. There had been a failure to replace and recondition Church Schools placed by the Board of Education on its "Black List" in 1925, though the local education authority had made frequent representations to the Managers and the Diocesan Education Authorities. Sanitary and lavatory arrangements were widely defective and rudimentary; children had to walk long distances, often in bad weather, and there were effective drying arrangements in but few schools; there was insufficient consumption of milk by schoolchildren, and over-pressure on elementary school children for the Special Places examinations and on children in the secondary schools for the School Certificate examinations had ill results despite action taken by the Authority on the Board's *Homework Report*. When it is read that the Commissioner, talking about the failure to put Church Schools in order, said, "And that is done in the interests of Christianity! That is the shocking part of it: action is asked for but they do not take it," and, on the question of "Milk in the Schools," "There are forty schools in an agricultural county where milk is not supplied. Is it not a scandal?" It may be presumed that the Commission's report will be a "lively" document.

A Director's Evidence.

CARMARTHENSHIRE is one of the largest and most important counties in Wales. It presents an interesting variety of social and local government problems. Much of it consists of some of the most beautiful countryside in Wales—as in "The Golden Valley of the Towy"—but there is a large part devoted to coal-mining and the tinplate industry—industrially fairly prosperous, but aesthetically rather sombre. There are, therefore, on the Carmarthenshire County Council two divergent "wings"—the one agricultural and rather slower to move, the other industrial and anxious for progress. At one time there was talk of a division of the county into two local government areas—the one industrial, the other agricultural. Carmarthenshire has always rather prided itself on being original. Now, in 1938—thirty-six years after the Education Act of 1902—it appoints its first Director of Education. It consistently refused to apply for a Carnegie Grant for a County Library and so was, for many years, the only Welsh County without this service. Part of it is very

Wales for the Welsh.

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—indeed, intensely—Welsh, but part of it is almost English. It is said that the purest English in Wales is spoken in Carmarthenshire. Now, local feelings have been aroused to a high pitch by the appointment of an able English Director of Education to be the first Director for the County. The appointment was, apparently, a surprise which the Welsh—and particularly the extreme nationalist—section had not anticipated and was not prepared for. It is said that a section of members of the Council were determined to appoint on grounds of suitability and efficiency alone and regarded the question of capacity to speak Welsh as being of secondary importance. The appointment has been made; the matter is closed. The first Director of Education has a unique opportunity. Why should it be assumed that, in the hands of an experienced educationist, the Welsh language will suffer in the schools?

Essay Competition for Scottish Students in Training.

THE Research Committee of the Educational Institute of Scotland offers every year special prizes to training college students for essays dealing with some aspect of school work involving personal observation or experiment. For the purpose of this competition, students are grouped in four classes, honours graduates, ordinary graduates, non-graduates and teachers of practical subjects. The variety of themes chosen, the high standard of the work submitted and the keenness of the competition bear witness to the effective work of the training colleges. Among subjects figuring in the prize-list of last session we may note the following: "The Mental Characteristics of Adolescence and their Bearing upon the Teaching of Classics"; "The Order of Preference of School Subjects in a Backward Class"; "The Predictive Value of School Examinations"; "A Problem in Child Guidance"; "The Mental Characteristics of Infancy"; "The Vocational Ambitions of Young Children." The wide range indicated by such a list gives some indication of the progressive nature of the courses offered in the Scottish training colleges. There is a general attempt made to give the young teacher in training a substantial philosophical and psychological background as a foundation for his work in the class-room, and this is undoubtedly bearing fruit in the rising standard of professional skill.

Religious Education in Schools.

THE matter of religious education in schools was raised at the annual assembly of the Church of Scotland. The Rev. John Sinclair, Dundee, stated as his opinion that the children were not receiving sufficient religious instruction, and he moved that the Education Committee of the Assembly take the matter into consideration with a view to securing an amendment of the Education (Scotland) Act, 1918. His opinion seemed to meet with little support in the Assembly, and his motion was defeated by a large majority, several of the clergy paying tribute to the effective work done in the State schools. This matter has cropped up from time to time in the Assembly discussions. A frequent cause of complaint is to the effect that religious instruction in the Catholic schools transferred under the Act is guaranteed, whereas it is given at the option of the education authorities in the Protestant schools. A further cause of complaint is that the curriculum, especially the secondary curriculum, is so crowded that very little time is left for religious instruction, and there is also a criticism sometimes made that secondary teachers are not very willing to undertake the work. There is not much substance in any of these complaints and as regards the last it should be borne in mind that all trained teachers in Scotland have now a full and scholarly course in religious instruction and Biblical criticism.

Scottish Place Names.

THE study of place-names is an important part of the work undertaken by the Royal Scottish Geographical Society. From time to time special committees have been appointed to study the topography and ascertain the correct local names, but this part of the work has been in abeyance for some time, mainly owing to the Great War. A new committee has been appointed, however, to carry on the work, and the assistance of all who are interested in the subject is welcomed. It is proposed to make the investigation by counties. This kind of work is further advanced in England than in Scotland, for there the place-names of fifteen counties have been examined and surveys published. So far, only one Scottish county, *viz.* Ross and Cromarty, has been thoroughly surveyed. In the Highlands particularly, it is imperative, if the work is to be done at all, that it should be undertaken without loss of time, on account of the depopulation that is rapidly taking place. The headings under which information is particularly required are as follows: (1) the local pronunciation; (2) to what the name applies; (3) the spelling on old maps, deeds or register records; (4) the usage by county councils and other officials, together with the local tradition or history. Such information is invaluable to the trained philologist, as it often enables him to arrive at the precise signification of the name.

Opportunity and Ability:

SIR WILLIAM BEVERIDGE has contributed to *The Times* a striking article on the question whether opportunities for secondary and university education are adjusted satisfactorily to the ability present in the pupils of the nation's schools. His conclusions are based largely on three papers on the subject in the recent *Symposium of Population Studies*,* the conclusion in all three being that higher education still "depends too much upon the parents' income and too little upon the ability of the child." This conclusion has to be qualified by the fact that there is a real correlation between intelligence and social and economic status. The children of university teachers, for example, head the list in intelligence; the bottom place is held by the children of dock labourers. And the curiously high place occupied by children of seamen and soldiers may prove the value of a mother's influence on intelligence. But

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taking children of equally high ability it is evident that "seven fee-paying pupils will receive a higher education to every one free pupil." This is not a comforting fact, and proves that in opportunities for secondary education, the child of poorer parents is gravely hampered. We cannot feel easy about it; new methods of organization and selection for secondary education are required.

The Poor Scholar and the University.

ON the question of university scholarships, Sir William accepts the expert findings that "the chance of a non-elementary schoolboy proceeding to Oxford or Cambridge is about 110 times the chance of an elementary school boy." But he stresses the fact that parents will help their children irrespective of merit and the better-off parent thus receives a spur to social and intellectual effort. Family privilege is also exerted in finding careers, and as things are to-day the better-off student has superior but legitimate opportunities for employment. Intelligence tests do not measure all the ability that is transmitted in good families; they are not an all-inclusive test. Sir William concludes that there is need for a steady and rapid development of scholarships and other financial aids to education. But we would add that account must also be taken of the very marked advantages enjoyed in this respect by the best public schools. Smaller classes, superior equipment and facilities give candidates from these schools a marked advantage over their competitors from the day secondary schools and we believe that the present tendencies are towards increasing that advantage. Here again is a problem for consideration.

Oxford University Appeal.

OXFORD'S Million Pound Appeal is to be closed at the end of this month. The total amount received in cash and promises is £455,254, a most creditable result. By the end of the month, this may be increased substantially, for a statement of the position and needs of the University was sent to graduates in all parts of the world two or three months ago. "Ask and ye shall have." Not always at once, however. This appeal will have many results beyond the cash immediately raised. Money will be bequeathed by will and benefactions made as new and consequential needs arise. Oxford by helping itself has stimulated the generosity of Lord Nuffield and other benefactors, not originally *alumni*. The bulk of the total sum will be used for the promotion of research. We have advanced since Newman—a great Oxford figure—proclaimed that a university is a place for teaching universal knowledge, for the diffusion and extension of knowledge rather than the advancement.

Administration at Cambridge.

THAT the administrative work of Cambridge University has greatly increased in recent years will cause no surprise. The number of University teaching officers has risen from 334 to 392 and the number of registered research students from 245 to 384 in the last five years. Relief is proposed by the appointment of an additional assistant registracy to assist the Secretary General of the Faculties. There is always reluctance at Cambridge to increase the cost of University administration, especially when many requests for new expenditure on teaching and research have to be "turned down." But the risk of a breakdown of the administrative machinery, for example, in case of illness, is too serious to be taken. In the discussion in the Senate, Dr. Gray put forward a plea for a powerful research board to advise the Council "on all the more general and technical aspects of research activity." This raises the wider question of decentralization and co-ordination, the bugbears of University administration. On this subject, the Master of Clare made some illuminating remarks. The stipends of the teaching staff amounting in 1936–37 to £273,657, represent a 23·5 percentage increase in six years, whereas the stipends of Registry officials in the same period have increased by only 12·8 per cent. Compared with our modern universities, the cost of administration is not excessive at Cambridge.

Bloomsbury Site.

MR. CHARLES HOLDEN, the architect of the new University of London buildings on the Bloomsbury site, has described his plans to the Royal Institute of British Architects. He has accepted with good grace the sabotage of his original model for a single building nearly a quarter of a mile long. "The change in the layout now proposed," he explained, "was to group the future buildings around Torrington Square in separate buildings, an arrangement which would permit a change of material and allow a variety in the planning of the several blocks." Incidentally, the great expense of piling would be saved. Mr. Holden not only contemplates such changes without dismay but "even to welcome them as an introduction to a new and pleasurable adventure." This is the right spirit. The original model would not have been conceived if the true nature of the problem had been properly explained to the architect. With the architect's assent thus accorded, everybody appears to be satisfied, including the enthusiasts for gardens and open spaces. The new layout offers many advantages in access, prospect and amenity. We can understand Mr. Holden's pleasure in preserving the view from the north of his great tower, an architectural feature of great merit.

University of London Union.

THE report of the President of the University of London Union for 1937–38 shows that the problem of a new building has become urgent; for the grant of £25,000 from the National Fitness Council is contingent on the building being finished by 1940. Apparently, the intention is to build on the present site of the Union at the north-west corner of Torrington Square and it will be necessary to accommodate the Union in temporary premises during the progress of the work. With the grant of £25,000 from the University Grants Committee and Lord Nuffield's generous benefaction of £50,000, the financial position is secured; but many

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difficult problems will have to be discussed before the plans of the new building are settled—the question of social and residential accommodation for undergraduates, graduates and teachers and accommodation for the Officers Training Corps. It would have been a disaster if the great developments on the Bloomsbury Site had excluded these needs. They give vitality and cohesion to the life of the University. On the question of student health, the President reports that as the result of a *questionnaire* 79·05 per cent were in favour of a compulsory medical examination. The Union is now provided with a television set, and the billiards room has proved a popular attraction. Plans are being made for a camp for 100 unemployed men.

Speech Days.

SPEECH days are in full spate. Never possibly have the wise and eminent who visit our schools on these occasions had greater difficulty in offering advice. Lord Baldwin at Malvern was interesting, discursive and reminiscent, posing as an "old gentleman." The public schoolboy's freedom of choice of a profession is a great asset, as Lord Baldwin said, and his gratitude should be offered to those who have gone before. The obligation results to "do his job," be it dull, heavy or depressing. Lord Baldwin said some weighty words on ideologies, the brand new systems of government. The British system of freedom is old and tried. A model speech day speech! Sir Hugh Walpole reminded the City of London School that civilization had been toppling over the edge ever since it was known; present disturbances might lead to the millennium. "The spiritual things in the world were of infinite interest and excitement, and at the end they led into a wonderful country." The Duke of Connaught at Wellington College must have broken all records for sixty-three years have elapsed since he became a governor, and he is now President of the College.

John Wesley.

THE conversion of John Wesley 200 years ago has been commemorated with the honour due to the man who founded the Methodist Church. His educational work deserves recognition and homage in these columns. He was founder of Kingswood School, near Bath, and wrote the English, French, Latin, Greek and Hebrew grammars for the use of scholars, a remarkable feat. Discipline was Spartan, the children rose at four, we are told; and the curriculum was comprehensive. Wesley's words are carved on the walls:—*In gloriam Dei Optimi Maximi, In usum Ecclesiæ et Republicæ.* Wesley was loyal to his own school and university, Charterhouse and Oxford, but he thought their education defective. His inspiration was drawn from some Christian schools in Germany. Kingswood has flourished and has honoured its founder both as an example for other foundations and by the men it has given to Church and State.

Greek Dance.

THE presence of Mr. Kenneth Lindsay, Parliamentary Secretary to the Board of Education, gave an official *cachet* to the demonstration of Greek Dance at the Scala Theatre. Miss Ruby Ginner spoke on the subject, its art and technique; and the examples drove the lessons home. The demonstrators hailed from Brownhill Council School, Leeds; Roedean School, who showed repose, poise, balance and lines through exercises and movements of the basic designs; the Ginner-Mawer School, London; and the Anstey Physical Training College, Birmingham. The aim of Greek Dance is perfect mental and physical poise, serenity of thought and movement and the power to express with simplicity the more spiritual qualities of the dance. These aims are shared by Dalcroze Eurhythmics; but there can be no great objection to different lines of approach. The programme concluded with an admirable interpretation of the eighth sonata of Beethoven. One does not usually associate the great German composer with ancient Greece, but interpretation by dancing revealed new beauties and *nuances* in his music.

Head Masters' Employment Committee.

THE Annual Report for 1937 of this Committee, which works in co-operation with the Minister of Labour, has recently been issued, and it contains several features of interest. Many people will be surprised to read that even more than in 1935 and 1936 the Committee had greater difficulties in meeting the demands of employers than in placing candidates. At one time the shortage of candidates was so acute that special measures were taken to bring to the notice of secondary schools in Wales the plentiful opportunities of good employment which were available in London, and twenty Welsh boys were satisfactorily placed. Altogether 1,400 boys secured employment in those branches of the professions, business and industry normally open to secondary school candidates. The Committee noted, with a satisfaction that will be widely shared by educationists, that it is now quite exceptional for employers to insist on the Matriculation qualification from entrants to a business career, and that unless that qualification has significance in relation to professional examinations it is tending to be disregarded.

The R.S.T. adopts Professional Dress.

THE Royal Society of Teachers announce that a distinctive form of professional dress may now be worn by members of the Society. It consists of a black gown with a distinctive grey facing, together with a college skull cap. The Council of the R.S.T. believe that if members wear this dress on appropriate occasions they will thus give the public a visible token of the unity of their calling and of their professional registration. We have no doubt that this belief will commend itself to all who wish to further the unity of the profession and who desire to consolidate its status. The possibility of this privilege being abused by unauthorized persons has been obviated by a regulation ensuring that the robemakers will supply the dress only to members duly certified as such by the Society. This is a sensible proviso, to which no objection could be made.

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Compiled by V. H. COLLINS and H. A. TREBLE

Part I, 144 pages, with six black and white illustrations drawn by WALTER HODGES. **1s. 6d.** Part II, 192 pages. **2s.**

The two volumes of this new anthology will be welcomed by all those who have used Mr. Collins's well-known *Poems of Action* and the second and third series of *Poems of Action* by Mr. Collins and Mr. Treble in collaboration. Their new anthology has been carefully graded: Part I being suitable for Junior forms (a little below *Poems of Action* in standard); Part II for fifth forms. With three exceptions, none of the poems has appeared in the three series of *Poems of Action.*

ENGLISH POETRY

An Anthology for Students selected by KENNETH MUIR, Lecturer in English in the University of Leeds, for the Society for Teachers of English

320 pages. **5s.** net

This is an anthology on original lines and with a very definite purpose. It is not simply a collection of what the editor thinks is the best in English poetry. A number of good poets (including many modern poets) are omitted altogether, and several are represented by lesser known poems. Mr. Muir's aim is a collection of specimens chosen and arranged so as to develop the reader's understanding of what English poetry is, and to increase his sensibility to all kinds of poetic expression. The result is not an album of beauties, to be 'dipped into,' but a book to be read, with a continuous thread of purpose running through it. It is an essential element in the plan of the book that the authors' names are not printed in the text, but are given only in the short commentary at the end, which includes also suggestions for comparison and contrast and the explanation of difficulties which demand special knowledge.

The book is divided into seven parts: I, Sacred and Profane Love; II, Sonnets; III, Satire; IV, Dramatic Verse; V, Narrative and Descriptive Verse; VI, Criticism of Life; VII, The Seasons.

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ATHLETICS AND PHYSICAL FITNESS

By F. H. JENNER, The Grammar School, Eastbourne

THE Olympic Games of 1937 focused the attention of the public on the performances of athletes in track and field events, and emphasized the high standard which modern training methods are able to attain. Every time the Games are held, new records are set up, and we are inclined to say, " Well, at any rate, *that* one is not likely to be beaten," and yet when the next meeting comes round, some phenomenal performer manages to knock off a fifth or a tenth of a second, or add an inch to the high jump, &c.

The outstanding example in the last Olympiad was Jesse Owens, the American sprinter, who not only smashed all existing records, but did so in an effortless manner that amazed the athletic world.

The secret, of course, was his marvellous technique, the outcome of months and months of patient training and attention to detail. This is equally true of all great leading athletes. Training has now become an exact science. It consists not only of the development of perfect stamina, but also of the complete elimination of unnecessary effort, in order to conserve energy.

It is to this latter aspect that coaches are now devoting their close attention. The position at the " crouch start " for the sprints, the " take off " for the high and long jumps and the hurdles, the leg action in distance races, the " hand over " of the baton in relay races, have all been exhaustively studied.

In the book entitled *Athletics*,[1] one of the *Modern Sports Series*, edited by Howard Marshall, these aspects are fully dealt with. The book itself is edited by Bevil Rudd, and is written by members of the Achilles Club. Nineteen of them have been chosen, each an expert at his particular event, and each has contributed a chapter. Five of them are Olympic finalists and five Olympic champions.

The contributors are as follows: A. Pennington (Sprinting), A. G. K. Brown (Quarter Mile), J. E. Lovelock (Mile), K. S. Duncan (Long Jumping), R. L. Howland (Weight), J. St. L. Thornton (Hurdling), D. G. A. Lowe (Half Mile), R. M. N. Tisdall (Quarter Mile), E. A. Montague (Distance Running) and M. C. Nokes (Hammer).

In addition, there is a Foreword by Lord Burghley, and chapters of general interest by Dr. A. E. Porritt and E. A. Hunter. The introduction is by B. G. D. Rudd, the present Chairman of the Achilles Committee, and Honorary Editor of the book. The book is admirably illustrated with photographs and diagrams which bring out the particular points referred to by the contributors. Every athletic coach should study this book. He will be well repaid.

The Americans have concentrated on athletic training for some years past, and have conducted most exhaustive research into technique, physical stress and strain, diet, athletic tests, &c. These are very comprehensively dealt with in *Track and Field Athletics*,[2] by Mr. G. T. Bresnahan, Track Coach and Assistant Professor of Physical Education and Prof. W. W. Tuttle, both of Iowa University.

Each of the track and field events has a chapter devoted to it. The various styles and technique are dealt with fully and well illustrated by diagrams. The movements are very carefully analysed and coaching points are discussed at length. A very valuable chapter deals with physical aids for the track and field athlete. In this, the various types of soreness and muscle strain receive attention, together with hints for avoidance, and treatment when contracted.

Diet and sleep, two very necessary items in the athlete's training,together with symptoms of staleness, have a whole chapter to themselves. Perhaps the most valuable feature of all is the provision of training " schedules " for every event. These are divided into three sections, early season, mid-season and late season, and work for every day in the week is set out in detail.

The whole book has been designed to develop the beginner as well as to improve the performance of the advanced athlete. To our English way of thinking, it may perhaps be making training too scientific but it is by such methods that America has produced such wonderful athletes. Coaches of athletics should possess both the volumes mentioned, and study them side by side.

Among the books recently published on physical fitness there are two which should be in the possession of every physical training instructor and club leader and have been issued by the Board of Education. They are the *Handbook of Recreation and Physical Fitness for Youths and Men*,[3] and the similar *Handbook for Girls and Women*.[4]

These books are profusely illustrated with photographs and contain tables of exercises which include " free standing " and apparatus work, and vaulting and agility. In addition, there are sections on the teaching of ball games, athletics, swimming and dancing, whilst boxing and wrestling are included in the men's book. There is little doubt that these books will have a very wide circulation.

How to Keep Fit,[5] by A. H. Gem, is a book for the layman written in simple and concise form. Tables of simple exercises to last about ten minutes are well illustrated by " futurist " silhouette figures. They are

(*Continued on page 466*)

[1] **Athletics.** By the Achilles Club. Edited by B. G. D. Rudd. Modern Sports, edited by H. Marshall.) 6s. net. Dent.)

[2] **Track and Field Athletics.** By Prof. G. T. Bresnahan and Prof. W. W. Tuttle. (15s. net. Kimpton.)

[3] **Recreation and Physical Fitness for Youths and Men.**

[4] **Recreation and Physical Fitness for Girls and Women.** (Board of Education, Physical Training Series, Nos. 15 and 16.) (2s. 6d. net each. H.M.S.O.)

[5] **How to Keep Fit.** By A. H. Gem. (3s. net. English Universities Press.)

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In this book the authors have endeavoured to solve some of the difficulties most commonly encountered by teachers in explaining the functions of contour lines. Their experience is that the introduction to the study of contours is especially difficult, and they have accordingly set out to provide, in the first place, a means of demonstrating the purpose for which contour lines are employed, and secondly to illustrate their use to express relief by examples of the more simple land-forms. The exercises have been carefully considered so as to develop a thorough conception of the significance of the principal "contour shapes" especially through the medium of Ordnance Survey Maps.

The book is designed for the Middle School and Matriculation Forms.

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graded for beginners, experienced performers and more elderly people and in addition there are chapters on diet, sleep, &c. Altogether a most useful book for those wishing to " keep fit."

The *Textbook of Gymnastics*[6] comes under a different category. This book is definitely intended for the student of physical education. Translated from the Danish, it contains a most interesting section on the history of gymnastics in Ancient Greece, Sweden, Denmark and Great Britain. Part Two deals with the teaching of the subject, its technique, table construction, &c., and Part Three with the actual exercises. This section is well illustrated with photographs and the exercises are analysed by means of geometrical diagrams.

Vaulting and Agility,[7] by Stanley Wilson, is a book for which many gymnastic teachers have been waiting. It deals very clearly with that part of the gymnastic table which, perhaps, most appeals to boys. The preliminary work leading up to the finished performance of the various vaults, handsprings, &c., is set out in an admirable way, and the whole book is illustrated by a series of excellent action photographs.

Recreative Physical Exercises,[8] issued by the Football Association, is primarily intended for football coaches and trainers, but it can be used to advantage in all boys' and men's clubs and recreative physical training classes. It is well illustrated by photographs and its popular price places it within reach of all.

Gymnastic Partner Work,[9] by T. McDowell, is a somewhat similar book, in that it illustrates the work which may be done by two students working together. It is advisable, however, that it should only be used by an expert, as much of the passive stretching illustrated could cause harm if practised injudiciously.

Messrs. Blackie have also added three very acceptable volumes to their popular Sport Series. They are, *Modern Boxing*,[10] by Len Harvey, *Physical Exercises for Men*,[11] by R. E. Roper, and *Why not beat Bogey?*[12] by Jack McLean. The excellent letterpress is illustrated by moving pictures.

A very acceptable little book entitled *Keep Fit and Cheerful*,[13] is based on ten broadcast talks on Physical Fitness which were given by the author from Radio Athlone. Tables of exercises for men, women and girls are given which are illustrated by simple diagrams.

In order to keep fit, it is, of course, very necessary to avoid those things which tend to make us unfit. This aspect is fully dealt with in the book entitled *Achieving Fitness*,[14] by Clement Jeffery. There are five chapters devoted to diet, nerves, rheumatism, care of the feet, and manipulative treatment. This is a book full of sound advice and information.

Health for Everyman[15] is by Dr. R. Cove-Smith. In his opening paragraph Dr. Cove-Smith states that " healthy people are happy people," and there is little doubt that this book will, if followed carefully, enable the average person to achieve such happiness. The necessity for correct nutrition, breathing, use of sunlight and clothing, &c., is stressed and, for the more active, the proper use of games, athletics and physical exercises is adequately described.

A book which deals with the health of the nation is entitled *National Fitness*.[16] Written by five medical experts, it analyses the type of human stock which we are breeding and rearing to-day. The effect of past wars is studied and the various steps which have been taken by the authorities to combat the " C3 " tendency of the population are described. Study of this book will afford much food for thought.

A form of exercise which is daily becoming more popular is that of horseback riding, and the book *Riding: Ways and Means*,[17] makes a very timely appearance. Written by an expert, and well illustrated by photographs, it is one of the best books we have seen on the subject and should be read by beginner and practised horseman alike.

Hockey,[18] by D. S. Milford, is a welcome addition to the *Modern Sports Series*, edited by Howard Marshall. The book is expertly written with chapters on individual and team tactics which are well illustrated with photographs and diagrams.

[6] **Text-Book for Gymnastics.** By L. E. Christensen and P. M. Trap. Translated by R. H. Junker and E. Major. (6s. net. University of London Press.)

[7] **Vaulting and Agility.** By S. Wilson. (4s. 6d. net. Allen & Unwin, Ltd.)

[8] **Recreative Physical Exercises and Activities; for Association Footballers and other Games Players.** (1s. net. Evans.)

[9] **Gymnastic Partner-Work.** By T. McDowell. (2s. 6d. net. Oxford University Press.)

[10] **Modern Boxing.** By L. Harvey.

[11] **Physical Exercises for Men.** By R. E. Roper.

[12] **Why not Beat Bogey?** By M. McLean. (Blackie's Sports Series.) (2s. 6d. net each. Blackie.)

[13] **Keep Fit and Cheerful: for Young and Old of Both Sexes, including Ten Broadcast Talks "On the Conscious Control of Physical Fitness."** By Captain J. F. Lucy. (1s. 6d. net. Pitman.)

[14] **Achieving Fitness.** By C. Jeffery. (5s. net. Muller.)

[15] **Health for Everyman.** By R. Cove-Smith. (2s. 6d. net. Routledge.)

[16] **National Fitness: a Brief Essay on Contemporary Britain.** Edited by F. Le Gros Clark. (6s. net. Macmillan.)

[17] **Riding: Ways and Means.** By Capt. G. W. L. Meredith. (6s. net. Blackie.)

[18] **Hockey.** By D. S. Milford. (Modern Sports, edited by H. Marshall). (6s. net. Dent).

Librairie Hachette, 79 Boulevard Saint-Germain, Paris VIe, has issued a useful classified list of its publications under the title " Pour apprendre le Français." It covers literature, history, geography, &c.

* * *

The Oxford University Press has prepared its annual list of Oxford Books for Secondary Schools. A Supplement gives particulars of books published since the end of the summer term, 1937, and of some forthcoming books, such as the New Clarendon Shakespeare.

* * *

H.M. Stationery Office has lately begun to grace its wares with decorated covers, thereby softening the severe and official appearance of its publications. A recent example is a list entitled " For Farm and Garden," which is a catalogue of the Bulletins and Leaflets issued by the Ministry of Agriculture and Fisheries. The items are classified by subjects and brief descriptive notes on them are given. The list should be very useful as a guide to these authoritative and very cheap publications.

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S. T. SHOVELTON, M.A.,
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SCHOOL SCHOLARSHIPS AWARDS

In the September, 1938, issue of THE JOURNAL OF EDUCATION space is being reserved for the insertion, WITHOUT CHARGE, of AWARDS of Entrance and University Scholarships made during the current session at individual schools. It is requested that such lists of awards should be sent to the Editor, at address below, as soon as possible. Latest date is August 9, 1938.

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RESULTS IN THE TEACHING OF FRENCH *

By A FORMER HEAD MASTER

THOSE who read in the Press the accounts of speech days will have noticed frequent complaints by heads of schools and other speakers of the "tyranny" of examinations. Teachers who have attended professional meetings will often have heard similar complaints: in particular, examples will have been given of pupils who have shown brilliance, *e.g.* in science or mathematics, but have been prevented from gaining even a School Certificate through their inability to reach the standard required in a foreign language. So long as a line is drawn between success and failure in an examination, there must be some candidates just above or just below that line, of whom it may be said that they owe their good or bad fortune to the luck of marks which cannot be awarded with a strict accuracy. But the work produced by such candidates is generally poor, and it is well-known that examining bodies have taken very great pains to improve their examinations, so that, in the opinion of the present writer, a pupil who continues to work steadily throughout his school course, may, if he has ordinary ability, be tolerably certain of gaining his Certificate.

Perhaps in no school subject have methods of teaching shown such advance in the last fifty years as in the teaching of modern languages. Very much has been written on the subject, and if the present writer ventures to add his quota, it is because he has had the privilege of being associated for many years with a group of colleagues, none of whom to his knowledge has ever produced any article on methods of teaching, but who, in co-operation in school, have been responsible for examination results which are so far above the average as to seem worth recording and to justify some detailed study of the methods by which they have been achieved.

The figures given below are for a period of ten years. The school is a day-school of 450 boys, who are all admitted by competitive examination, at least 95 per cent of them being ex-elementary pupils who have had no previous training in foreign languages. There was during the period in question no definite separation of boys into two groups, one taking a four-year and one a five-year course. Promotions, made after the July examinations each year, often resulted in C form boys being promoted to A forms. It was left to the boys' progress each year to decide whether their course for School Certificate should last four or five years. The list each year contained about an equal number of both, and the average age of the whole group of candidates was generally between 16 years and 16 years, 3 months. The figures for the examination as a whole show 83 per cent of passes, a figure which seems fairly high when it is remembered that nearly all the boys in Forms VA, VB, VC, were entered for the examination; but it was the figures in French which induced the present writer to study as carefully as he could the methods employed in teaching this language.

All the candidates concerned (with single figure exceptions) took two foreign languages in their School Certificate Examination, either French and Latin or French and German. With the Latin and German we are not here concerned, but it may not be irrelevant to mention that, though not approaching the record of the French, the results in these languages were above the average.

RESULTS ON THE SCHOOL CERTIFICATE EXAMINATION AS A WHOLE

Period of 10 years 1928–37 inclusive

661 candidates

Matriculation Certificates	293
School Certificates	260
Failures	108
	661

Percentage of Passes, 83·6.
Percentage of Failures, 16·3.

RESULTS IN FRENCH FOR THE SAME PERIOD OF 10 YEARS AND THE SAME PUPILS

660 candidates (one boy not taking French)

Distinctions	56
Good (*i.e.* above Credit)	169
Credit	382
Pass	44
Failed	9
	660

Percentage of Credits (including above Credits), 91·9
Percentage of Passes (including Credits), 98·6.
Percentage of Failures, 1·36.

There were fourteen classes taking French, each having five lessons per week, and the teaching was shared by five masters, two of them as form masters taking their own forms. Though all were more than efficient in their work, the others would be the first to admit that there was one master whose teaching exercised an influence which was felt throughout the French classes, and was largely instrumental in obtaining the results recorded. It was obvious to the writer that the work of the master with whose methods he wishes to deal was ably supported by all his colleagues. Had it been otherwise, results would have suffered seriously. Boys remained in the same class for a year, and a year's "bad patch" would have been a severe handicap.

Much has been written about the direct method. But it is possible for a master possessing ample knowledge of French to attempt to follow out all the theories of the direct method and to produce results infinitely worse than some of those produced by the oldest-fashioned teaching.

The work of the master whose methods are studied here was so arranged that there was no boy in the school who at some time or other did not come under his care for a full year, and he took the solid block of fourth forms (*i.e.* the forms in the year before their School Certificate year). In the School Certificate forms he took for most

(*Continued on page 470*)

* The writer of this article, who was for many years Head Master of the school in question, prefers to remain anonymous, as he feels it would be in accordance with the wishes of his former colleagues.

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of the period in question the weakest and never the highest of the three.

The principles on which he based his work were not new. What was exceptional in him was his unswerving adherence to them. As stated they may appear like platitudes :

Accuracy from the beginning ;
No half-learnt stuff ;
Grammar essential ;
Knowledge acquired to be continually brought back to use ;
No new work till old work is known ;
No slipshod pronunciation ever to be passed ;
Lesson 2 to depend on Lesson 1, Lesson 3 on Lessons 1 and 2, &c. ;
The last lesson of the week to take the form of an epitome of the week's work and to include a written test ;
Difficult English Prose to be put into French with the aid of a dictionary to be rigidly tabooed ;
Exercises given for translation into French to be prepared orally first in class.

(Boys were not discouraged from buying dictionaries, but the system made them unnecessary for the first few years.)

First Year

At the beginning of the first year the boys are immediately introduced to phonetic symbols, with the result that some simple sound-groups can be pronounced at the end of the first week. After four or five weeks, ordinary spelling is introduced, and from thence onward phonetic symbols are used for sound exercises at the beginning of each lesson and to introduce all new work. After the first year there are frequent pronunciation exercises from symbols, and they are used to explain difficult sounds.

General

The old-fashioned method of repeating in unison words written on the blackboard has largely been discarded, as, though valuable for memorizing and pronunciation, it was apt to be monotonous and to discourage individual thought. The aim has been to obtain the same amount of repetition and at the same time to demand some small mental process from each boy. Phrases—not isolated words—are repeated with great frequency, but always with some slight addition or rearrangement. Thus the original phrase remains intact until by repetition it becomes a sound-group or sound-memory. The ear then replaces the grammar rule.

This repetition is performed either by oral answers to questions put in French or oral translation of questions put in English. As the object is to get a sound-group repeated by as many boys as possible, speed is essential, and therefore each transition must be easy. This does not mean that the language used is always elementary. On the contrary, very difficult and complicated sentences, involving, for example, the more difficult uses of the subjunctive mood, can be composed through practice with a minimum of effort. There are no tedious gaps in the lesson, such as sometimes occur when a master (or an inspector), anxious to " draw out " something from a boy, will spend ten minutes on a long and tedious argument.

As an aid to speed the lessons are highly competitive. In spite of a crowded class-room with thirty to thirty-five boys sitting at separate desks, the old-fashioned method of taking places (going up and down) is employed, and the boys are kept alert. That the competition is enjoyed is obvious to any one who has seen the eagerness and life of the classes at work.

The master's aim being to make the greatest number of boys compose and speak in French the greatest possible number of times during the lesson, he will abandon for a time the Direct Method if it suits his purpose better to put his questions in English. When speaking in French he takes care to use so far as possible the vocabulary and phrasing of the lessons the boys have had and to avoid any display of superior knowledge.

Homework

Of the three homework lessons per week in the third, fourth and fifth forms, one is always devoted to a written exercise, the other two to revision, and to preparation of a passage in the French reader on which the master's next lesson will be based.

Arrangement of a Lesson (Time Forty Minutes)

Part 1

The first ten to fifteen minutes are employed in what the boys have nick-named " quick-fire " work. This consists of a series of very rapid questions dealing with points already encountered. The master always works back from the work of the preceding day to that of the days before. He never varies this procedure, so that the class, knowing what is to come, makes an effort to prepare for the inevitable revision.

Example of " Quick-fire " Work

1. oblige dé
2. Je suis obligé de partir
3. Je suis obligé de regarder
4. Je suis obligé de regarder celui-ci
5. Je suis obligé de regarder celui qui parle
6. Je suis obligé de regarder celui qui le mange
7. Je suis obligé de regarder ceux qui en mangent, &c.

Part 2

Explanation of new rule of grammar, still using the well-known sound-groups and phrases as setting for the examples. The next day this will pass into the " quick-fire " section.

Part 3

Reading aloud from the Reader (some unison reading). Translation into English not employed at all in the first three years unless absolutely essential. Difficulties can generally be overcome by skilful questioning in French or by requests in French to perform an action, to substitute a word, give a paraphrase, &c. If all these fail, the English must be given.

Written Work

The only work written in school is the Test Paper given once a week.

The Test Paper

There has been an effort to make the test paper serve not only as a test but as a useful extra lesson. Here the

(*Continued on page 472*)

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Summer Schools and Vacation Courses

See also pages 425 and 475

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For Summer School, 1938

See page 475

ASSOCIATIONS IN CONFERENCE

For REPORTS see the Conference Supplement to "The Journal of Education," February, 1938

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REDUCTIONS IN RAILWAY FARES

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master has added devices of his own to a very old method.

1. The questions are arranged in pairs, each of the pair dealing with the same point of grammar, but the second being the more difficult.

2. Perfect discipline is essential. Each boy must put down his pen on the command to do so.

3. The question is dictated in small doses, *e.g.*

The Master: "Translate these words to yourselves but do not write:

'They must give.'"

"Now try this:

'They must give him everything.'"

"Now this:

'They must give him everything without saying.'"

"Now this:

'They must give him everything without saying anything.'"

"Now write down in French:

'They must give him everything without saying anything.'"

4. All pens are then laid down together and a marker (one good boy for each row) who has been appointed, will, when the master has dictated the answer, run along the row and tick off the correct answers.

5. The second question will deal with the same point and will be dictated slowly but as a whole, *e.g.*

"They will have to give us all the flowers without saying anything to any one."

(Note.—In order to give further help to the boys in avoiding mistakes the dictation of every question is accompanied by some trivial remark or hesitation or gesture.)

6. Fifty per cent (or a pass on the test) may be obtained by the boys if they get Question 2 right. This is inclined to make them particularly interested in the correction of Question 1.

The weekly exercise for translation into French is composed by the master himself from the material of his lessons. All work thus set has been thoroughly prepared orally so that boys write "from the tip of the tongue." During the first two years compositions are in no sense "free." Boys are not encouraged to experiment with the language with the aid of a dictionary. At first the stories composed orally are written down from memory. Then these are supplemented by stories composed by the master in English, which can be put into French by the use of the well-known sound-groups. Later the boys are asked to finish incomplete stories along the same lines, and finally will be able to write two pages of free composition with very few errors.

The only change in method in the School Certificate year is the introduction of a certain amount of practice in translation from French into English.

With only one written exercise per week and one written test paper, if a master is responsible for the French of 180 or more boys, he will have plenty of papers that should receive some of his attention. Unless he can insist on accuracy from the beginning (*i.e.* of course the comparative accuracy which is attainable) he will either have to blunder on, or spend the last ten weeks of the term in correcting the mistakes of the first two.

To any teacher it will be obvious from what has been said that the master is busy. If there is a chair in his room, he does not seem to have noticed it. The only work his pupils write in school is the test paper; and that he dictates. His "quick-fire" questions demand not only ingenuity but considerable physical effort.

But above all, nothing perhaps is more difficult in the teaching of a language to young pupils than the preservation of consecutiveness and the avoidance of difficulties for which the way has not been prepared. Since this principle is the very basis of the method adopted here, together with the repeated bringing into use of all newly acquired knowledge, the master finds it essential to keep a careful record of all his lessons. When his class arrives he knows exactly where to begin, what French words he may use, and how much he may expect from his pupils.

It is exacting work; but those who have seen it know that it is enjoyed by both master and pupils. But it is not enjoyed because a more easy-going atmosphere has replaced the harsh climate of old times. There is indeed no harshness and there is abundance of fun, but easy-going is the last adjective one would apply to the master or to his method. Without perfect discipline and immediate response to orders such work could not be done. In this case there are few boys for whom the interest of the work itself does not provide this, so that it becomes a matter of ordinary routine; for the master, while adhering to his method, shows in his teaching a considerable dramatic power and has a gift of producing with great rapidity examples whose humour and point keep his classes lively.

As both the master himself and the writer remain anonymous, it may perhaps be permitted to the writer, who through a long association with the master has gained an ever-increasing respect for his ability and professional skill, to state that during the period when the master was taking the weakest of the School Certificate forms, out of 107 candidates in French entered from that form ten gained Distinctions, twenty-three Goods, sixty-seven Credits, seven Passes and none failed; that is, 93 per cent of the candidates from the weakest form gained Credit in French.

Those who still think that too much emphasis has been laid on examination successes may be reminded that these have been achieved by a system which throughout lays the greatest stress on the spoken language and on accuracy and fluency in a limited field. The majority of the boys get a great deal of pleasure from their work, the few who are able to take holidays abroad can easily understand and make themselves understood when they meet with French; they learn some French songs, not only of the traditional kind, but others more topical, which the master in his frequent visits to France chooses and brings back with him. For the few boys who will be continuing the study of French, there could not be a better beginning than discipline in accuracy, and though the field is limited, it is not so limited as might be imagined.

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TOPICS AND EVENTS

School Drama.—The May–September issue of *School Drama* reflects the determination of the teachers associated with the venture to make the periodical of great practical value to all interested in the subject. Every article deals in a practical manner with some important aspect of drama in schools. Included among the contributors are Sean O'Casey, C. H. Clarke (Middlesex Film Society), Ruth Field (Broadcasting House), Col. Humphrey Watts ("Fitups," Manchester) and Eric Wright (Whitelaw Boys' Club).

* * *

Schools and "Staggered" Holidays.—In order to meet the requirements of schools wishing to arrange to meet the need for spread-over-holidays, the Royal Drawing Society is ante-dating its usual summer drawing examination next year to the middle of May and is instituting a new and equivalent examination at the beginning of November, 1939, for schools desirous of freeing the summer months from examinations.

* * *

Exhibition of the History of Writing.—The Horniman Museum and Library is open daily from 10 a.m. to 6 p.m. in June and July and from 10 a.m. to 7 p.m. in August. It is open on Sunday from 2 to 8 p.m. during the whole of this period, June 21 to August 31, of the Exhibition. Picture-writing was the beginning of every complete script, and all systems of writing in the world are derived from the ancient Semitic, Egyptian, Babylonian and Chinese. Going back to the Bronze Age, they mark an epoch in human civilization. They were much more than a means of communication between acquaintances unable to converse. Writing meant that any fruitful idea, instead of having to be transmitted by word of mouth, could be conveyed to a far larger circle of people of both present and future generations by a safer and more precise method.

* * *

New Australian Films for Empire Library.—Dominion and Colonial Governments are to-day realizing the value of the Empire Film Library at the Imperial Institute, South Kensington, as a means of bringing pictorial impressions of life in their own countries before the schools of the United Kingdom. They are slowly but steadily making good the shortage of new films in the Library by appropriate additions. The latest contribution is made by the Commonwealth Government of Australia, consisting of eleven new standard and sub-standard films with a total of forty-four copies. These include sound and silent films, and the photography is good. Among the subjects dealt with in the standard size are "Native Animals," "Sons of the Surf," "Air Road to Gold," "Australia Calling" and "Victoria—100 years of Progress." The following subjects are included in the sub-standard size: "Fruit Canning," "Golden Fleece," "Vineyard of the Empire," "Air Road to Gold," "Pleasure Trove" and "Australian Pineapples."

* * *

The Manchester Education Committee is offering a limited number of scholarships and exhibitions tenable in any one of the three years' full-time day courses leading to the degree of Bachelor of Technical Science (B.Sc.Tech.) at the Municipal College of Technology (Faculty of Technology in the University of Manchester).

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SUPPLEMENT TO
THE JOURNAL OF EDUCATION
No. 828 JULY 1, 1938

TO ALL WHO TEACH LATIN

It is probably fair to say that 80 per cent of the boys and girls learning Latin in Secondary Schools are prejudiced against it both because of its difficulty and because they feel that it has no usefulness or relation to modern life. Teaching against such a prejudice is a discouraging task. LATIN FOR TODAY, a three-year course to the year before the School Certificate, gives the sound training necessary for future specialists. But beyond that, it aims at presenting Latin as interesting and valuable to the usually uninterested 80 per cent. It does this by starting translation immediately. By stressing systematically the Latin derivations of English words. By an easier, more natural method of learning grammar. And by telling in the text thoroughly interesting stories from Roman life, history and legend.

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PROGRESSIVE GEOMETRY: FIRST STAGE

By H. W. BRISTER, B.Sc., and W. G. E. DUKE, B.Sc.,
Boys' County School, Harrow

"THE TEACHING OF GEOMETRY IN SCHOOLS," the newly issued Report of the Mathematical Association, not only endorses emphatically the Author's plea for a new approach to the Subject of Geometry, but also offers remarkable corroboration of the method by which they have, for some years in their own school and now in this important text-book, succeeded in creating in young pupils a sustained and cumulative interest in, and a "live" understanding and appreciation of a difficult branch of Mathematics.

The Authors' pioneer work (done quite independently of the Report just issued), as represented in this volume, is obviously in line with modern thought in the subject and will, we confidently predict, be carefully studied by the many teachers who are gravely disturbed by the poor showing Geometry at present too often makes as measured by the test of service in the educational process.

The Publishers will be pleased to consider applications from teachers of Mathemetics who would like to examine a specimen copy with a view to class use.

192 pages. Price 3s.

NOW COMPLETE

A MODERN INTRODUCTION TO SCIENCE

By W. P. D. WIGHTMAN, M.Sc., Ph.D., and A. O. CHESTERS, M.A., B.Sc.

A Four Years' Course

The authors are of the opinion that the weakness of most of the teaching of General Science and certainly of most of the text-books lies not in the subject-matter but in the failure to achieve a radical alteration in the method of presenting it. The unitary approach to science was maintained throughout the first three Parts: but as foreshadowed in Part III this approach has been departed from in Part IV. By casting this Part in Sections corresponding roughly to the principal branches of science the authors hope both to make this relationship clear to those whose formal study of science will terminate with the School Certificate, and also to provide a smooth transition for the few who will pass on to more specialized training.

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METHODS AND MODELS OF COMPOSITION

By T. HENDERSON, M.A., and R. D. THOMSON, M.A.

Here are 55 model essays, each accompanied by a paragraph or two discussing its merits, pointing out how its effects are achieved, suggesting titles on similar themes suitable for like treatment. 144 pages. 1s. 6d.

OLIVER AND BOYD—EDINBURGH & LONDON

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Reviews

Democracy and Education

Constructive Democracy

By Sir ERNEST SIMON, Viscount HALIFAX, A. BRYANT, R. BASSETT, MARQUESS OF LOTHIAN, C. R. ATLEE, Sir WILLIAM BEVERIDGE, E. J. PATTERSON, Sir ALFRED ZIMMERN, H. D. HENDERSON, Sir ARTHUR SALTER, M. J. BONN. (7s. 6d. net. Allen & Unwin.)

This book consists of a dozen chapters, based on addresses given at a conference on " The Challenge to Democracy " organized by the Association for Education in Citizenship and held last July. The names of the contributors are an obvious guarantee, not only of distinguished writing, but also of wide variations in general point of view. Sir E. Simon, the Chairman of the Association, states in his preface that this was the first important inter-party conference on the problems of democracy to be held in this country since the rise of the modern totalitarian state. The speakers attempted to answer such fundamental questions as the nature and aims of democracy, our reasons for believing in it, whether it is better for the average person than any form of dictatorship, how far political democracy involves economic and social democracy, and what should be the qualities of the good citizen of a democratic state.

These twelve discussions are full of suggestion, not less for the thoughtful and progressive teacher than for other folk. Limits of space forbid our giving more than a single example. The basic faith of a democrat is that the common man, the man in the street, has enough goodwill and common sense to take part in the government of his country, the sort of government which in the long run produces a social order which gives the best opportunity for all. So in all our English government, for example, central and local, the common sense of the representative common man allies itself with the special knowledge of the expert officials. It is so, to take a closer example, with our educational system. But directly that phrase falls from one's pen, one thinks, not only of our state-aided system of education, but also of our public and preparatory schools, which are not for the masses.

Are we then, really a democratic country ? So it might be asked whether America, with its relatively democratic system of education, but its vast economic inequalities, is really a democratic country. And this leads us to indicate one of the wisest things to be found in this book of wisdom. If you want to study democracy intelligently and fruitfully, don't start with a definition, etymological or historical or other. Start by drawing up a list of the essential and the desirable elements in a good democracy under modern conditions, and arrive at something that is descriptive rather than logically definitive. We teachers in our meetings frequently have the word democracy on our lips. Here is a book which will help us to avoid the common tendency to use the word democratic as a question-begging epithet.

Life and Learning

We Live and Learn : Addresses on Education

By Sir JOSIAH STAMP. (7s. 6d. net. Macmillan.)

There is no profession which is not open to criticism —whether welcome or not—by members of other professions. As to the teaching profession, outside criticism, so far from being resented, is actually invited, at any rate from distinguished persons whose reputation for sound judgment stands high. But even if he had not been invited, nay urged, by educationists themselves, to let himself go on the subject of education, Sir Josiah Stamp would, in our judgment, have been abundantly justified in claiming a right to a most attentive hearing. His own brilliant educational career, his opportunities as a business man of evaluating the products of the schools, his many connexions with educational institutions of different kinds, and above all his interest in the education of his four sons, cause us to take his criticism more seriously than he himself seems to expect.

The book consists of nine addresses delivered on important occasions. There is naturally a certain amount of repetition, but, we observe, only of fundamentals. Several times, for example, the author remarks that education has a threefold purpose ; it should fit us to get a living, to live a life, and to mould a world, *i.e.* it is first for vocation, second for leisure and character, and third for citizenship, ***and in that order***. We imagine that no one would quarrel with this statement as a definition of a sound technical education ; but that many of us would scent danger in accepting it as a definition of a general education. It might do no harm if the teacher, like the author of this book, sees not only a practical but also a philosophical issue in the difference between a profit-and-loss account and a balance-sheet.

The author is on his own ground in dealing with technical education, and the connexion between geography and economic theory ; and he is to be thanked for his broad-minded suggestions on the subject of religious education. In the address on the development of post-primary education, he seems to throw to the winds, as in principle he is entitled to do, the difficulties arising from examinations. He urges that such education should include a short course in book-keeping, that in the case of modern languages it is better to make twice the mistakes in covering four times the ground, that pupils should be trained in note-making and in the use of a library, that there should be a thorough grounding in grammatical analysis and equational algebra and formal logic leading to a study of fallacies, and so on. Thus, he says, a mental soil will be created in which it will be harder for bad thought to grow. Unlike Mr. H. G. Wells, he is more concerned with creating an appetite for learning and a sound method of learning than with the amount of actual knowledge acquired at school. Teachers in general will, we believe, thank the author for putting to them an important point of view, for giving them much food for thought, and for performing this service with geniality and good humour.

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England as Seen from Cornell

A History of England

By Prof. F. G. MARCHAM. (18s. net. New York: Macmillan.)

Prof. Marcham admits with a most engaging candour that he undertook the writing of this History of England mainly for his own amusement and edification. He freely acknowledges that there is no shortage of good single-volume histories of our country, and he himself mentions such excellent recent sketches as those of Trevelyan, Williamson, Robinson, and Wingfield-Stratford. He might, too, have mentioned that of his own countryman, A. L. Cross, published so lately as 1920. Nevertheless, even though there was no pressing call for Prof. Marcham's survey, there can be no doubt that what he wrote for his own delectation will prove to be exceedingly interesting and valuable to multitudes of students on both sides of the Atlantic. For it would not be easy to find a better-informed, more carefully balanced, or more judicially impartial study of English history than this one. It is obviously the fruit of many years of extensive reading, and the authorities included in the bibliography at the end of the volume comprise all the latest and most important—several of them, indeed, not yet published!

The backbone of Prof. Marcham's monograph is of course the political history of the country, which he traces from the very earliest times down to the abdication of Edward VIII. But in a very skilful manner he periodically turns aside from the main narrative in order to survey the economic, social and cultural aspects of English life. These interjected chapters will be found to be among the most illuminating in the volume.

English readers will naturally turn first of all to what Prof. Marcham has to say concerning the founding and development of the American Colonies, and concerning the outbreak of the War of Independence in the eighteenth century. They will be greatly impressed by the obvious fairness with which the writer treats highly controversial matters, and the care with which he avoids any statement that would rouse dormant passion. The same note of judicial impartiality also marks Prof. Marcham's treatment of the causes leading to the War of 1914 and to America's entry into the War. He does not follow the lead of some of his countrymen in ascribing the victory of the Allies solely to the intervention of the United States in 1917.

This substantial work of nearly half a million words is probably too large and expensive to become a popular text-book in English schools; but it should certainly be placed on the shelves of every library in the country, and it should be constantly consulted by every advanced student of English history.

Educational Stock-taking

The Year Book of Education, 1938

General Editor, H. V. USILL. (35s. net. Evans.)

Educational Yearbook of the International Institute of Teachers College, Columbia University, 1937

Edited by Prof. I. L. KANDEL. ($3.70. New York: Bureau of Publications, Teachers College, Columbia University.)

The Year Book of Education, founded in 1932 by Sir Robert Evans, here reaches its seventh year of publication. The first three volumes presented a survey of education in Britain, in the overseas dominions and in many foreign countries. Then began the joint arrangement with the Institute of Education, London, the outcome of which occupies the last four volumes. These volumes, as befits their university connexion, contain the results of original research into specific problems of education. The latest of them, which now lies before us, begins with some notes on current educational problems, including those dealt with in recent pamphlets published by the Board of Education, and those discussed at the International Conference on Public Education held at Geneva in July last. It will not surprise our readers to learn that one of the major sections of the volume deals with examinations. A comprehensive view has been prepared by Sir Philip Hartog, who has enlisted the help of authoritative contributors in their respective fields. Another principal section is devoted to recent changes in the field of adult education in England and Wales and the United States. Among the remaining sections we note one on school broadcasting and another on educational problems in Europe. The whole volume is a sound and comprehensive survey of the attempted educational advances of last year.

It is all the more appropriate that the Yearbook of the International Institute of Teachers College, Columbia University, should be noticed in this connexion, because its Editor, Prof. I. L. Kandel, has joined the Editorial Board of the English Year Book. (We note without comment that whereas Britain rejoices in a Year Book, America is content with a Yearbook.) The American volume continues the work of its predecessor of 1936. About ten years ago accounts were given of education in some twenty-two countries, and these accounts are now replaced by new ones—a reminder that great political changes have inevitably affected educational systems. When we say that Austria, Hungary, India, Ireland, Italy and Russia are among the countries here dealt with, our readers will realize the interest of the book, and it will be for them to read between the lines of these accounts, based for the most part on official documents.

Education in Scotland.—An attractive handbook under the title *Scottish Educational Services* has been issued for the Scottish Committee of the Empire Exhibition. In simple language it gives a complete outline of educational organization in Scotland, and its aims and policy. The handbook describes the administration of the Central Department and the local authorities, the general conditions and regulations of school life, schools and curricula, recent developments in education, after-school education, teachers and finance. The handbook should prove useful to all interested in education, and in particular to the inquiring stranger from other countries who may be visiting Scotland this summer. It is published by H.M. Stationery Office, price one shilling, and may be obtained at any branch of that office or in the Scottish Pavilion (North) at the Empire Exhibition, Glasgow.

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Minor Notices

Biography

Frances Mary Buss : an Educational Pioneer

By Dr. SARA A. BURSTALL. (2s. 6d. net. S.P.C.K.)

If it be one of the marks of greatness, not only to see visions, but also to get them realized in practice, the subject of this biography was surely one of the great ones of the Victorian age. Miss Buss is well known as the direct founder of the two schools in North London which bear her name, but it is not so well known that she was also the indirect founder of the whole of that girls' public day-school system which is now spread all over this country and has been extended overseas in institutions of differing types, but all bearing the impress of her ideas and influence. That she was unable to address a public meeting, and that she had no academic standing, are facts which go to prove all the more certainly her intuitive genius and her force of character. Not only was she the real founder of one of the most remarkable of modern school systems, but she was also a pioneer in school reform. She died in harness, and no one at that time knew better than she how much remained to be done before the education of girls could be regarded as satisfactory. Much still remains to be done, but in all vital particulars the task of her successors is that of carrying out the programme she bequeathed. In some minor matters, especially of discipline, she was of her own time, and changes were inevitable. But on the larger issues she was far in advance of her time. This interesting record by one of her most distinguished pupils shows the place which Frances Mary Buss will take in the history of education in this country.

William Wallace : Guardian of Scotland

By J. FERGUSSON. (5s. net. MacLehose.)

A scholarly and well-balanced sketch of the career of the great Scottish patriot, based on a careful and exhaustive study of the original sources.

John Tiptoft (1427-1470)

By R. J. MITCHELL. (16s. net. Longmans.)

Miss Mitchell has found a fascinating theme in the life of John Tiptoft, the fifteenth-century Earl of Worcester, who in his time was famous alike for his appalling cruelties and for his enlightened scholarship. He was a typical Renaissance character, one of the pioneers of the new learning in England. He was also a typical Yorkist partisan whose doings in Ireland and elsewhere earned for him the soubriquet of " butcher." Miss Mitchell, on the basis of extensive research in England and Italy, has produced a brilliant sketch of his life and times.

Economics

Lament for Economics

By BARBARA WOOTTON. (6s. net. Allen & Unwin.)

This wise and witty book is both an indictment of the sterile academic reasonings of the orthodox economist and a programme of much-needed research into practical problems. The author starts by examining the reasons for the disrepute, not to say contempt, into which the economist has fallen, his inability or unwillingness to make his science into an art, and the defects arising in economic science from its lack of contact with reality. The conclusion reached is that economists should discard the convention of the objective scientific attitude and come down from the heights of abstract and largely hypothetical reasoning into the world of real life. And so the lament for the dismal science becomes a trumpet call to lead its exponents into more fruitful fields.

The Moral Basis of Politics

By NAOMI MITCHISON. (8s. 6d. net. Constable.)

Mrs. Mitchison has written a " queer " book, very difficult to describe, not always quite intelligible, entirely lacking in humour, and yet attractive by reason of its obvious sincerity. It is an attempt by a left-wing intellectual to find a moral basis for her political faith (for to her, as to Mr. Rowse, the word " politics " means socialism). The result is a curious medley of psychology, ethics, and politics that will provoke some thought, a good deal of antagonism, and plenty of interest.

Your Money and Your Life : an Economic Introduction to Everyday Affairs

By H. V. GEARY. (3s. 6d. Arnold.)

The aim of this excellent little book is to provide those who are in their last terms at school with " a technique of thinking " that will serve to free " the economics of the breakfast-table " from a great many of the fallacies that are current there. It is by no means just another elementary text-book on economics, and it is not always easy reading, for Mr. Geary credits his sixth form readers with ability to follow him into the realms of monetary science, international trade, the foreign exchanges and so forth, as well as to grasp the essential differences (and resemblances) between capitalism and socialism. He hopes thus to do something towards freeing the younger generation from merely traditional adherence to one party or another by giving them grounds for a reasoned choice. He has obviously taken enormous pains over his book, and his impartiality is unexceptionable.

Early British Economics : from the XIIIth to the Middle of the XVIIIth Century

By M. BEER. (8s. 6d. net. Allen & Unwin.)

To the advanced student of the history of economic doctrine this very competent account of the teaching of the school-men and the merchants will be most useful. It is the product of much arduous research, which has led the author to some conclusions not altogether in agreement with current beliefs. He quotes freely from the economic works dealt with, so that the sources are allowed to some extent to speak for themselves.

Distributing the Gifts : Distribution and Commerce

By A. H. THOMAS. (" The Nation's Livelihood," Book 3.) (2s. 3d. Pitman.)

This is a most attractive and readable little book about markets, communications and transport. The illustrations are far above the average of such books, both for originality and excellence of reproduction.

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Education

The Rural School in Australia.
Edited by Dr. P. R. COLE.

Juvenile Delinquency, with Special Reference to Institutional Treatment.
By M. T. WOODS.
(Educational Research Series, Nos. 49 and 50.) (No. 49, 3s. 6d. net. No. 50: 10s. net. Melbourne University Press in association with the Oxford University Press.)

The vast extent and sparse population of Australia outside the towns makes the rural school an important and instructive study in the difficulties confronting democratic education in that country. In this volume a band of experts explain and discuss the main features of the system in force. The main chapters are concerned with the general environment, administration, buildings and equipment, school courses and activities, methods of study, the timetable, and statistics. The pamphlet on Juvenile Delinquency is mainly concerned with the training and treatment of young offenders in institutions in Victoria, New South Wales, and South Australia. Especially interesting is the account of "Tally Ho," a self-governing home for boys, run more or less on the lines of Homer Lane's "Little Commonwealth."

Prediction and Prevention of Reading Difficulties
By MARGARET A. STANGER and ELLEN K. DONOHUE. (8s. 6d. net. New York and London: Oxford University Press.)

The chief value of this book for English teachers lies in its insistence on the fact that right or left "handedness" and "eyedness" explains many cases of backwardness in reading. In Part II the authors describe simple and effective tests which should enable any teacher to decide which is the dominant hand, eye and foot of each child, and Part III suggests a teaching technique which has succeeded with hundreds of cases in the States.

1. Documents Officiels sur l'Enseignment de la Psychologie dans la Préparation des Maitres Primaires et Secondaires.

2. Vie Conférence Internationale de l'Instruction Publique, Genève, 1937: Procès-Verbaux et Résolutions.
(Publications du Bureau International d'Éducation, Nos. 53 and 58.) (No. 53, Fr. 3. No. 58, Fr. 4. Geneva: Bureau International d'Éducation.)

(1) Of the forty-two countries supplying information, Italy is the only one which does not include psychology in its courses of study for intending teachers. There is general agreement about the value of educational psychology, but opinions differ about the time that should be given to it, the content of the course, the place it should have in the general programme of training colleges, the methods —lectures, personal observations and investigations—to be adopted. This survey of the present position, although general in character, can be commended to all directly concerned with the problems to which it refers. (2) In the Procès-Verbaux there is a brief discussion of the teaching of psychology, and an excellent report on the whole question. The volume also contains reports and discussions on the teaching of modern languages, and on inspection, together with the recommendations of the Sixth International Conference of Public Instruction on all of the three topics there considered.

History

Outlines of the History of the British Isles
By Prof. F. J. C. HEARNSHAW. (8s. 6d. Harrap.)

We have, says Prof. Hearnshaw, many histories of England, and not a few of Scotland, Wales and Ireland, but not one that takes as its subject the British Isles as a whole and endeavours to pay equal attention to all the four main parts. In this book, the author, distinguished both as a historian and as a teacher of history, removes the reproach, if reproach it be, and at any rate fills the gap. He has not found the task an easy one. It would have been easy to tell four separate stories, and to put them together mechanically, but that would not have been writing an organically connected history of the British Isles. The difficulty is, of course, that, notwithstanding the common experiences which the four countries have had down the centuries, they have all preserved their spiritual independence, and developed their own cherished institutions. Needless to say, Prof. Hearnshaw writes with an easy grasp of his chosen subject, and that he drives his sometimes troublesome team with great skill. A one-volume history of this kind is bound to be replete with facts, but the interest of the author's narrative never flags. This is partly, we think, because he always shows the significance of his facts, and partly because he is not so sternly and dully impartial as to refrain from expressing definite and sometimes strong opinions. This is an excellent book, both for students who have to cover the whole ground of our history, and for older folk who would like a vigorous re-statement of what they read in the days of their youth.

But We Shall Rise Again: a Narrative History of Chartism
By R. GROVES. (6s. net. Secker & Warburg.)

The appearance of this book is timely because the Chartist movement began just a century ago. The People's Charter, after which the movement took its name, seems to us in 1938 a reasonable document, making six demands, of which all but one have been gradually and peacefully conceded. According to the orthodox historian, this first working-class movement for the reform of the horrible conditions produced by the industrial revolution, came to an end, notwithstanding the apparent modesty of its aims, in twenty years, its failure being attributed to weak leadership and resort to physical force. Mr. Groves, who belongs to the extreme left in politics, does not accept this account. The disintegration of Chartism, he says, was caused by changing economic conditions, and by the despair engendered by immediate failure. But he holds that Chartism is still alive, and that everything in our democracy to-day, upon which is built the struggle for socialism, can be traced back to the Chartist movement. So he contends that Chartism did not die in 1858, that its work never really ceased, but that the thread of continuity, though frayed, was not broken. Mr. Groves writes clearly and forcibly, and he has produced a very readable book. Some of his views, and some even of his alleged facts, are highly controversial, but the book is a stimulating supplement to the accounts of the Chartist movement which are usually given.

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English, Poetry and Drama

The Flivver King : a Novel of Ford-America

By UPTON SINCLAIR. (7s. 6d. net. Werner Laurie.)

" Flivvers," " jitneys," " tin Lizzies," " Henrys "—these were the pet names given to the little black cars which in the early years of the present century began to make their appearance on the roads of America, the achievement of Henry Ford's brain and industry. Upton Sinclair in this latest work gives us the life story of the motor-car magnate from the beginnings in a back shed in Detroit to his position as dictator over the lives of more than a million people. Against this rise to fortune and power he contrasts the disasters that afflict the family of Abner Shute, one of the employees of the Ford factory. We see Ford starting his career with high ideals. High ideals, however, and the accumulation of a billion dollars do not go easily together, and it is the ideals which are abandoned. The factories are now run to produce the greatest possible profit. For Abner and his fellow workers this means ever increasing exploitation and worsening of conditions. One of Abner's sons joins Ford's " service department " of spies ; another becomes a union organizer, and the family is rent with conflicting emotions. The story is written in the author's tense, vivid style, and is another illustration of his understanding of the development of modern society.

Gray, Collins and their Circle

Edited by W. T. WILLIAMS and G. H. VALLINS. (Methuen's English Classics.) Second (School) Edition. (2s. Methuen.)

A very useful and well-edited introduction to the literature of the mid-eighteenth century, that is in some way or other associated with Gray. The book includes some sixty pages of prose, selected from the Letters of Gray and of Horace Walpole, and from Dr. Johnson's Lives of Gray, Collins, and Thomson.

The Craft of Composition

By J. L. HARDIE. Book 1 : The Elements of Composition. (1s. 6d. Harrap.)

This is based on a series of broadcast talks on English Composition. It is essentially a pupil's book, suitable for children of 11 plus. It does not leave much scope for the teacher, but this seems to be deliberate, since the book has been planned so that pupils can work on individual lines.

1. Stories, Essays and Poems

By W. DE LA MARE.

2. The Georgian Literary Scene

By F. SWINNERTON. (Everyman's Library, Nos. 940 and 943.) (2s. net each. Dent.)

Two more modern books for Everyman. The anthology is well chosen and enriched by an introductory essay on Writers and Readers by Walter de la Mare himself. Frank Swinnerton's book is almost always interesting though his judgments are seldom profound and sometimes shallow.

Practical Prose Readers

By E. ALBERT. (Book 1, 2s. 3d. Book 2, 2s. 8d. Book 3, 2s. 9d. Harrap.)

These readers are " practical " in the sense that the conditions of work of the practical teacher have been kept in view. The number and nature of the extracts have been so chosen that they are suitable both in length and subject-matter for the time usually devoted to the reading of English. An interesting feature is that the extracts are allotted to separate terms, the nature of the material corresponding in some degree to the season. The literary standard is on the whole high and although the compiler has not omitted passages merely because they are hackneyed, there is much in these volumes not to be found in other books of their kind. Many interesting exercises are provided, and there are short but interesting biographies of the authors represented, with some notes on their styles.

1. Sir John Constantine : an Abridgment of the Story by Sir Arthur Quiller Couch

2. The Unending Conquest : being an Anthology of Flight

By R. DE LA BÈRE.

3. King Richard's Land : a Story for Boys

By L. A. G. STRONG.

4. The Cycle of the North

By A. SULLIVAN. (King's Treasuries of Literature.) (1s. 4d. each. Dent.)

These volumes are for form-library rather than for use in form. The first is an eighteenth century story brightly written in the first person, the second consists almost entirely of accounts of flights, the third is a story of the reign of Richard II introducing John Ball, and the North of the fourth, which consists of episodes, is the Arctic area of North America.

Modern Masters of Wit and Laughter

By A. ARMSTRONG, FOUGASSE and MCCULLOUGH, A. P. HERBERT, E. V. KNOX, E. V. LUCAS, A. A. MILNE, SELLAR and YEATMAN. (Methuen's Modern Classics.) 2s.

The only trouble with a book like this is that it is clearly to be read for sheer enjoyment—the seven authors (or partnerships) here represented are a guarantee of that. It is utterly unsuitable for examination purposes ! But any English master who can introduce this into one of his senior forms will be tempted to ignore examinations.

The Way to English : a Course in Four Books in Reading, Observing, Speaking, Writing

By A. M. ROBB. (Books 1 and 2, 1s. 4d. each. Longmans.)

Though handicapped by unalluring covers, these cheap little books provide a satisfying amount of useful and quite suitable material for classes of ages 9 to 12.

The Amateur Stage : a Book of Modern Play Production

By F. F. BROTHERTON and A. R. HOBBS. With an Appendix by Dr. J. W. GRIEVE. (5s. net. Oxford University Press.)

This is an extremely business-like manual, not solely concerned with the technique of the stage, but offering sound advice on the organization of a dramatic society—its dealings with outside authorities, such as the Commissioners of Customs and Excise ; with " personal accident " insurance policies ; with licence forms for blank-shot pistols ; and with many other activities only remotely connected with the play to be produced. As scenery, lighting, costume and other technicalities are also fully dealt with by the practised authors, it will be evident that this is more comprehensive than most books on production and well worth its price.

Three Little Milly-Molly-Mandy Plays for Children : adapted from " Milly-Molly-Mandy Stories "

By JOYCE L. BRISLEY. (1s. 3d. Harrap.)

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By J. C. HILL and W. C. McHARRIE. (The New Approach.) (2s. Oxford University Press.)

This is one of a series of four books designed as an introduction to geography, science, history and mathematics in accordance with the author's book *The New Approach*. It is intended for individual work and is arranged in a psychological rather than a logical sequence. The mathematical ideas treated include simple algebra, graphs, and interesting geometry. The book should reawaken the interest of a pupil who has been bored by conventional teaching.

The Journal of the Glasgow Mathematical Association

Parts I and II. (3s. net. each.)

These two numbers of a new journal have arisen from the formation of a group of teachers interested in geometrical teaching. Although the methods and sequence of Euclid have ceased to dominate school examinations in England, they still influence syllabuses in Scotland and many teachers have found much to discuss in the proofs and sequences accepted or not accepted by examiners. From this beginning has grown the Glasgow Mathematical Association and these two slim books. They contain interesting historical articles on Monge and Stirling, proofs of various theorems and properties and a discussion of analytical geometry as a leaving certificate subject. We hope that teachers in Scotland will take note of the activities of this new Association. The Secretary is Mr. W. M. Lindsay, The High School, Clydebank.

Arithmetic of the Home

By D. E. ACKLAND. Book 1. (With Answers.) (2s. Pitman.)

This book contains a practical course for the use of girls in the last three years of their school life. By means of exercises based on purchasing and furnishing a home it increases interest in arithmetic and helps to prepare for life beyond the schoolroom. It is obviously the result of real experiment—*e.g.* prices given in the book are based on the expenditure of a town housewife with a £3 a week income. We strongly recommend it.

The Reverse Notation : Introducing Negative Digits with Twelve as Base

By J. HALCRO JOHNSTON. (3s. 6d. net. Blackie.)

Those who are fascinated by numbers will find this book stimulating and original. It introduces a new notation whose main characteristics are the use of 12 as base, and the use of negative digits to replace some of our positive digits. The author is well aware of practical objections, but he writes lucidly and convincingly discussing factorization, conversion and logarithms, and the application of new numbers in the measurement of quantity and time.

A Modern First Geometry

By W. G. BATE. Part III. (1s. Pitman.)

Part III is the most attractive part of *A Modern First Geometry*. It is especially good for the exercises on plans and elevations, similar figures, early methods of measurement. It would be a useful book for amplifying a geometry course in the lower school.

Miscellany

Business Affairs and Book-Keeping

By WINIFRED E. GILL. (3s. 6d. Longmans.)

The information provided in this book should be useful to those engaged in household management. Part I deals very simply and clearly with money and banking, law of master and servant, insurance, rates and taxes, law of landlord and tenant, and correspondence and postage. Part II deals with the simplest rudiments of book-keeping and the application of these simple rules to the keeping of the accounts of the school, the hotel and the private household.

Would I Fight?

Edited by K. BRIANT and L. WILKES. (5s. net. Oxford : Blackwell.)

Should these bright intelligences be concentrated on discussing the question, Would I Fight ? The eleven contributors are ten Oxford men and one woman of ages between 21 and 25, many having been officers of the Oxford Union Society. Their dominant note is pacifist, the chief exception being Mr. Peter Wood, son of Lord Halifax, Secretary for Foreign Affairs, whose chapter entitled, " It is Natural to Die for One's Country " breathes a patriotism by no means militaristic. " We believe," the Editors say, " that behind each essayist stand the thousands of others for whom he speaks." The Editors admit that the problem of war and peace has acquired an uncomfortable urgency. We must clear our minds of cant. Is the immediate duty to help national defence or to write theses on the question " Would I Fight ? " ? If the last War was fought to make the world safe for democracy, those countries still living under democratic conditions should show some faith in their rulers. There can be no doubt of the temper of the British Government at the moment. The prospect of war becoming a moral impossibility appears remote. Let us hope it will soon become a physical impossibility. Scientific researchers may be the true pacifists. One way of killing a cat is to choke it with cream. The more " terrifying "—to use the Prime Minister's word—war becomes, the sooner it may cease to be accepted as a means of settling international disputes. This view is not advanced by any of the contributors but might have found expression.

Bombs on China : War Letters from Missionaries.

(3d. net. Livingstone Press.)

This little booklet contains letters received from missionaries in China during the first weeks of the War. They are almost unaltered, except for a few necessary omissions, and give a simple but terrifying picture of the realities of modern war.

The Local Government Officer

By L. HILL. (The Town and County Hall Series.) (5s. net. Allen & Unwin.)

This series of publications on various aspects of local government is designed for two classes of readers, first, the ordinary voter and ratepayer who wants an intelligent background for his citizenship, and secondly, those who are preparing to become government officials. The present volume will be found a very useful one by both these classes ; the chapters on " Recruitment and Training " and " The Qualities of a Public Servant " can be specially recommended.

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Modern Languages

1. **España : Lecciones Elementales sobre la Historia de la Civilización Española**
   By A. M. ESPINOSA.
2. **El Recién Nacido**
   By R. B. DE BENGOA. Edited by A. TORRES-RIOSECO and A. R. LÓPEZ.
3. **Cuentos Castellanos : Recogidos de la Tradición Oral Moderna**
   Retold and Edited by A. M. ESPINOSA.
4. **El Periquillo Sarniento**
   By J. J. F. DE LIZARDI. Selections by MARIA L. DE LOWTHER. Part I.
5. **El Final de Norma**
   By P. A. DE ALARCÓN. Adapted and Edited by ANITA C. POST. (Oxford Rapid-Reading Spanish Texts.) (1s. 3d. each. New York : Oxford University Press.)

These rapid-reading Spanish texts based on word-frequency are intended to be used in classes where comprehension ability is of more importance than apprehension of form. They are in three grades : Grade I in easy Spanish, excluding use of the subjunctive ; the vocabulary is limited to about 1,000 words. Grade II has limited use of the subjunctive with a vocabulary of about 1,200 words ; Grade III uses subjunctives, has a vocabulary of about 1,900 words and has no restrictions of word-frequency. The text in each reader is divided in short sections each having about twenty questions for the testing of comprehension. Short explanatory notes are appended to each reading section. The reading material is interesting and within the comprehension of second and third year classes in this country, but the books are overburdened with vocabulary. Classes which can read matter of the standard of Grades II and III do not need to have words like " aire," " actividad," " con," " efecto," " día," &c., included in a vocabulary which, incidentally, occupies a third of each book.

French Verse for Schools

By F. W. J. SAUNDERS. With Vocabulary and Exercises. (1s. 6d. Macmillan.)

A short book of French verse for beginners, with vocabulary and questions on each piece.

Les Mystérieux Messagers : Roman Policier

By G. HERSAY. Edited by P. G. WILSON, avec Questionnaires et Vocabulaire. (1s. 6d. University of London Press.)

This detective novel should suit a third year form, it will show boys and girls that French can be quite interesting and even exciting and unconsciously words and phrases will remain in the memory.

The Most Common Spanish Words and Idioms

By H. J. RUSSELL. (1s. 6d. net. New York : Oxford University Press.)

This list of words is intended to be a " basic " collection of Spanish words for elementary students who could not be expected to use the more comprehensive collections already published. It contains about 1,800 words and usages indexed according to frequency of use. As an attempt to simplify the investigations into scientific " word-counts " this list is welcome.

Science

Modern Everyday Chemistry

By R. E. HORTON. (6s. Heath.)

Mr. Horton's book is, he says, " not an encyclopedia, nor a cookbook " (a delightfully expressive word !) but is written for young people to show that the study of chemistry may contribute to the understanding of the world and of human affairs. The matter it contains has actually been used for teaching purposes in two New York schools, and was certainly worthy of reincarnation in book form. While the course would not lend itself to School Certificate requirements, those teachers who have to provide science work for, say, post-School Certificate non-science specialists may be recommended to inspect it. Many will probably select it as very appropriate to such a purpose.

The Handbook of British Birds

By H. F. WITHERBY, Rev. F. C. R. JOURDAIN, N. F. TICEHURST and B. W. TUCKER. Vol. 1 (Crows to Fly-catchers). (25s. net ; 21s. net each vol. for set of 5. Witherby.)

The definite article in the title of this magnificent work is fully justified, for no other is in the same class with it for wealth of information about each species. The introductory notes, glossary, explanatory figures and key to classification with which the volume opens remove any ambiguity that might arise from technicalities in the text itself. This last is beyond praise ; of every species descriptions are given under the following headings—habitat, field-characters and habits, voice, display and posturing, breeding, food, distribution, migrations, distribution abroad, description (of both sexes, nestling, young, plumage at different seasons, measurements and soft parts), and characters and allied forms. The coloured illustrations are excellent, and the scale of reduction is shown in the legends. Distributional maps and black-and-white figures of many significant details add to the value of this very fine work.

Tables for Qualitative Analysis

By A. SUTCLIFFE. (9d. Murray.)

These tables are reprinted from Mr. Sutcliffe's *Practical Chemistry for Advanced Students*. They reach Higher Certificate standard, and are concise, but contain no theoretical discussion of the principles involved.

An Intermediate Course of Volumetric Analysis

By Dr. G. E. WATTS and C. CHEW. (3s. 6d. net. Blackie.)

This book, which embodies the teaching experience of several years, is designed for the use of students preparing for the First M.B., Inter. B.Sc., and similar examinations. The selection of experiments is wide enough to include all the principal elementary methods, and the instructions are full and accurate. A useful feature is the provision of a list of the necessary reagents and solutions for each group of exercises, while a number of questions on volumetric analysis—chosen from actual examination papers—forms a welcome appendage. The treatment of theory is but slight, the authors assuming that the book will be used in conjunction with suitable lectures or class work.

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Books Received

ART AND HANDICRAFT

Craft and Music : the Making and Playing of Bamboo Pipes and Recorders (Flûte à Bec)
By IRENE BENNETT. With a Chapter on the Preservation and Decoration of Bamboo Pipes. By G. HARDING. (4s. 6d. net. Leicester : The Dryad Press.)

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By J. MASON.
(Dryad Leaflets, Nos. 100, 102, and 105.) (6d. each. Leicester : The Dryad Press.)

Design in Woodwork and Other Crafts : Theory and Practice
By D. R. HILL. (4s. 6d. Murray.)

Illustrated Plywood Cut-Outs
Geographical Series, British Isles, No. 1. By W. G. LABAN. Book 1 (*a*) The Potteries ; (*b*) The Downs. Book 2 (*a*) Fishing Fleets of the North Sea ; (*b*) Moors of the West Country. Book 3 (*a*) Coal Mining ; (*b*) Norfolk Broads. (2s. net each. Leicester : The Dryad Press.)

BIOGRAPHY

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By W. S. LEARNED and B. D. WOOD. (Study of the Relations of Secondary and Higher Education in Pennsylvania, Bulletin No. 29.) (New York : Carnegie Foundation for the Advancement of Teaching.)

Beyond High School
By MARGARET E. BENNETT and Prof. H. C. HAND. (7s. 6d. McGraw-Hill Publishing Co.)

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By Prof. P. K. Hartstall and Prof. J. C. Babcock. (2s. 6d. Heath.)

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By Dr. G. W. Spink. (Harrap's Modern Language Series.) (1s. 6d. Harrap.)

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By J. G. Shirreffs and P. M. Gillan. Vol. 2. (3s. Rivingtons.)

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PHILOSOPHY

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PSYCHOLOGY

Personal and Social Adjustment : A Text in Social Science
By W. L. Uhl and Prof. F. F. Powers. (7s. 6d. net. New York : Macmillan.)

Crooked Personalities in Childhood and After : an Introduction to Psychotherapy
By Dr. R. B. Cattell. (The Contemporary Library of Psychology.) (7s. 6d. net. London : Nisbet ; Cambridge : University Press.)

SCIENCE

Every Man's Wild Flowers and Trees : Five Hundred of the British Wild Flowers, Trees, Shrubs, Grasses and Ferns, described and illustrated, 384 in Colour after Sowerby's *British Wild Flowers*, and 120 from Line-Drawings by the Author
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Van Nostrand's Scientific Encyclopaedia
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The Earth Changes
Written by Jannette May Lucas. Illustrated by Helene Carter. (6s. net. Harrap.)

The Study of Heredity
By E. B. Ford. (The Home University of Modern Knowledge.) (2s. 6d. net. Butterworth.)

Text-Book of Zoology
By W. F. Wheeler. (10s. 6d. Heinemann.)

High School Biology
By Prof. R. C. Benedict, W. W. Knox and G. K. Stone. (8s. 6d. New York : Macmillan.)

A Second Physics Book
By E. J. Chambers. (2s. 6d. Bell.)

OFFICIAL PUBLICATIONS

Your City : Manchester 1838-1938
Written by Direction of the Manchester Municipal Officers' Guild in co-operation with its Group for Research in Administration and Sociology in celebration of the Centenary of the City's Charter of Incorporation, with special dedication to the Children of Manchester. (Manchester : Municipal Officers' Guild.)

The Nursery School Association of Great Britain
Fourteenth Annual Report, 1937.

Board of Education
Rules 109 : The Board's Art Teacher's Diploma. (2d. net. H.M.S.O.)

London Teachers Association
Sixty-fifth Annual Report, 1938 : Rules ; L.C.C. Education Statistics ; List of London Schools ; List of L.T.A. Members.

Eyes on the Future : Twenty-third Annual Report of the National Society for the Prevention of Blindness, Inc., 1937

Royal Academy of Music
Licentiateship Examination Syllabus. (1) September, 1938. (2) December, 1938–January, 1939. (3) April, 1939.

College of Preceptors
Regulations for the Senior, Junior and Preliminary Certificate Examinations and Lower Forms Examinations, June and December, 1939.

London County Council
Road Safety and the London Child : the Second Report of a Committee of Officers in the Education Officer's Department of the London County Council. (3d. King.)

The Animal Year Book
Vol. 5. Edited by Dr. H. E. Bargmann. (2s. 6d. University of London Animal Welfare Society.)

International Youth Hostel Guide, 1938
Compiled by D. G. Moir. (1s. Edinburgh : Bain.)

Messrs. George G. Harrap & Co., Ltd., have issued a Summer List, including some announcements for later months of this year. We notice " Architects of Ideas," by Ernest R. Trattner, which is to present the basic ideas on which human knowledge is founded, with an account of the lives of the men who were responsible for them, from Copernicus to Boas (anthropology) and Einstein ; a volume on " Historical Costumes of England," eleventh to twentieth centuries, by Nancy M. Bradfield ; and a history of the pieces used in chess, " Chessmen," by D. M. Liddell, in collaboration with G. A. Pfeiffer and J. Maunoury.

* * *

That impressive figures indicated by such phrases as " Sixteenth Thousand " and " Four Printings in a Fortnight " are not always justified by actual sales is indicated by an editorial article in the April issue of the *Bookmark*. The article deals with the advertising and selling of novels. " Sixteenth thousand " has really no significance, for the publisher may still have half the edition on his hands ; while the note on the number of printings has similarly little value unless the number of a printing or impression is stated. Messrs. J. M. Dent state that they are now aiming at only a dozen novels a year, and that their actual sales of these books averaged 4,102 copies in six months.

* * *

The athletic fixture between Denstone and Humanistiska Läroverk, Sigtuna (one of the leading schools in Sweden) ended in a tie, both teams scoring forty-three points, reckoning five points for a first place, three for a second and one for a third.

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THE

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LONDON, AUGUST 1, 1938

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Leading Article dealing with the 28th Annual Conference of the Association of Teachers in Technical Institutions,
See this paper for JUNE, 1937.

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THE COLLEGE OF PRECEPTORS
BY THE DEAN OF THE COLLEGE
THIS interesting account of the work, past and present, of the College appears in the January, 1930, issue of *The Journal of Education.*

The Cambridge School Certificate English Literature Syllabus
By A. M. WALMSLEY, M.A., Northampton School.
Part I in *The Journal of Education* for April, 1937.
Part II in May, 1937.
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Reviews of Books dealing with the CORONATION
will be found in
MARCH, 1937. Page 156.
APRIL, 1937. Pages 239, 240, 249.
MAY, 1937. Page 327.
The MAY issue contains an Article by Emeritus Professor F. J. C. Hearnshaw on Coronations of the Past.
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THE LAYMAN'S LIBRARY

XIX.—SOCIOLOGY IN FICTION

By the Rev. F. K. CHAPLIN, M.A., Chaplain and Sixth Form Master, St. Dunstan's College, S.E. 6

TO the sociologist, Oliver Goldsmith's *Vicar of Wakefield*, published in 1760 (Collins), is a fairly useful historical document, particularly in connexion with debtors' prisons of the eighteenth century. William Godwin's *Caleb Williams* (1794), one of the classics which is still reprinted from time to time, was an attempt to popularize the indictment of contemporary social conditions which the author had previously elaborated in the treatise on Political Justice which made such an impression on Shelley, his son-in-law. Charles Dickens, nevertheless, is generally considered to be the originator of the Novel with a Purpose.

Nicholas Nickleby (Collins), which appeared as a serial in 1838, was the first popular presentation of the misery endured in those days at school. Actually, as Dickens said, the book gave only a faint and feeble picture of the truth. In *Dombey and Son* (Collins) Dickens returned to the charge: and in *Hard Times* (Collins) turned his attention to the schools of the poor. *Hard Times*, however, is more than an exposure of the hardships inflicted on children: it began an attack on the policy of *laissez-faire* which was later on developed by Carlyle and by Ruskin.

Oliver Twist (Collins) describes the evils of our Poor Law administration, perhaps a little belatedly, for the Report of the Commission upon which subsequent legislation was based had already appeared, three years before. *Bleak House* (Collins) describes the Law's delays, especially in the Courts of Chancery. However, to develop the theme of Dickens as a social reformer would be to traverse ground recently covered more than adequately in *The Times Educational Supplement* (April 2, 1938). The Blue Books of the time are full of relevant data: but they were read only by a few: the novels of Charles Dickens were read by the nation.

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Mrs. Gaskell's *Mary Barton* (Dent) was the first Victorian novel to concern itself with industrial questions. The scene is set among the cotton operatives of those days, as is the scene of a later work, *North and South* (Collins). It was in this decade that Disraeli began to proclaim in his novels the social policy of the coming Conservative party. I think that the account of life among the miners contained in *Sybil* is probably the part of his work that would be most interesting to the sociologist. We have now reached the decade of Charles Kingsley and Christian Socialism. Kingsley's novel, *Yeast* (Collins) was to some extent a study of agricultural conditions, just as *Alton Locke* (Collins) was concerned with the urban artisan.

Charles Reade's *It is Never too Late to Mend* (Collins), exposed the cruelty of prison life, with a wealth of detail which makes the work extremely interesting to the student of English sociology. *Hard Cash* (Collins) attacked the abuses of our private lunatic asylums with a circumstantial knowledge which makes it almost as convincing as a Blue Book. *Foul Play* pilloried the owners of unseaworthy ships. Conan Doyle's *The Firm of Girdlestone* did a somewhat similar work later on. *Put Yourself in His Place* (Collins) went exhaustively into the subject of strikes and of life in a manufacturing town. In all these novels the authors marshal a mass of facts in such a way as to make them of real value to the sociologists.

We cannot linger now over the Victorian novel with a purpose. In passing, though, one ought to notice an oblique contribution to our sociological knowledge of the period that is made by certain " Utopian " works. In 1872, appeared Samuel Butler's *Erewhon*, recently republished by Jonathan Cape. In the next decade, Edward Bellamy produced his *Looking Backward*—from 2000 A.D. to 1887. A cheap edition has been done lately by Foulsham. There is also William Morris's *News from Nowhere*—still being published and now prescribed for the School Certificate.

During the last twenty years of the nineteenth century the naturalistic and realistic school of novelists that had sprung up in France began to influence England, especially through the work of Zola. George Moore may be regarded as the first English exponent of this fashion. For him, the novel ought to be contemporary history —an exact and complete reproduction of the social surroundings of the age. George Gissing, too, and Arnold Bennett are fundamentally realistic in their conception of their art. I am not sure, nevertheless, that much of this work comes within our purview just now.

Arnold Bennett has made the Potteries his special area. *The Old Wives' Tale*, &c., are detailed portrayals of modern conditions : but *Clayhanger* (Methuen) is, as Mrs. Malaprop might have said, a vigorous " betrayal " of child-labour before humane legislation was introduced. His last great work, *Imperial Palace*, broke new ground, and presented in great detail the organization of a modern hotel. Those who know H. G. Wells only from stories like *The Time Machine* and *The Sleeper Awakes* cannot estimate his strength as a novelist. His real novels are books like *Ann Veronica, Kipps, The History of Mr. Polly, Mr. Britling Sees it Through, Joan and Peter*. Then, too, there is *Tono Bungay*, that wide panorama of social and commercial life in which the whole of the England of that time seems to pass before the reader. All these works are really satires of contemporary social conditions, in which the Age is denounced for its waste, muddle and general stupidity.

Many people who are familiar with the nineteenth-century classics and who read a good deal of modern biography and works of travel, &c., will at times assert as something axiomatic that the modern novel is concerned with nothing but sex. Actually, the fashion of presenting " a slice of Life " as if it were a novel has given us such a large number of detailed and conscientious studies of contemporary life that our present selection will have to be made almost arbitrarily.

A. P. Herbert's *Holy Deadlock*, although written by an author with a reputation for being a humorist, was a thorough presentation of the arguments for and against Divorce. Even the relevant passages of Scripture received attention. As every one knows, A. P. Herbert later on piloted the Matrimonial Causes Bill through the House of Commons with remarkable skill.

By the way, Van Druten's play, *The Fanatics*, although advertised as a play that shocked London, seemed to me to be a serious treatment of Marriage and Divorce. Referring to the theatre reminds me that Clemence Dane's enormous novel *Broome Stages* shows the theatrical world as something more elevated than any one would expect. On the other hand, Rose Macaulay's *Potterism* is concerned with the ignoble side of our popular Press.

Those who know D. H. Lawrence only by his later work would be surprised to learn how good a novel he wrote in *Sons and Lovers*. Much of it is thought to be autobiographical. Anyhow, it gives a realistic picture of life in a mining district. Phyllis Bentley's *Inheritance*, and *A Modern Tragedy* seem almost masculine in their handling of the difficulties experienced in the textile and mining industries of the north during recent years. Much the same service was rendered to the Clydeside workers by George Blake in his novel *The Shipbuilders*.

What these writers did for industry, in the north, Sheila Kaye-Smith has done for agriculture in the south. It is the land of which she writes, just as much as the people. Novel after novel on this theme has come from her pen during the last twenty years. To me, *Joanna Godden* always seemed to be her best work, and the author has recently told us in her autobiography, *Three Ways Home*, that it was her first " best-seller." What Sheila Kaye-Smith did for the south—or should one say south-east ?—Winifred Holtby began to do for the north in *South Riding*, which has since been filmed. Her early death was felt by many to be a loss to literature.

Every one remembers A. J. Cronin's novel *The Citadel* and its implied criticisms of certain aspects of the medical profession : but he had already made a name for himself some time before by *The Stars Look Down*.

Denis Mackail's *David's Day* aimed at presenting a realistic cross-section of modern society, and of making explicit the inter-relation of its parts by showing the

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action and reaction of people's lives. A. Calder Marshall's *Pie in the Sky* seemed to be attempting all this and something more. It is very much " a slice of life," and therefore of sociological interest. The title *Pie in the Sky* refers to Communism, which is compared to the old-fashioned Heaven—a far distant future State, situate at Infinity, where some time, some day, everything will come right. In contrast with this is the flaming enthusiasm of *Clash*, a narrative of the General Strike by Ellen Wilkinson, the well-known Socialist M.P.

Sir Philip Gibbs was well known as a foreign correspondent before he turned his attention to novel writing. Consequently, although *The Age of Reason* dealt with problems of modern life, and although in *Anxious Days* there was a serious and detailed study of our economic difficulties, much of the value of his work lies in the description of conditions abroad, as in *The Cross of Peace* with its well-informed description of the French occupation of the Ruhr, and in *Blood Relations* where Germany just after the Great War is described, and in *Cities of Refuge* where, while following the Russian refugees in their flight across Europe, we are introduced to city after city.

Now that we are abroad, I must mention Margaret Mitchell's *Gone With the Wind*, because although concerned with the American Civil War, it provides us with an impressive account of slavery at its best and throws a good deal of light upon social conditions in the South. After reading this work, one ought, however, to turn again to the *Uncle Tom's Cabin* of Harriet Beecher Stowe.

Talking of America brings us to Sinclair Lewis. *Babbitt* is a very useful picture of society in the Middle West. *Work of Art* treats the hotel business in a manner slightly reminiscent of Arnold Bennett. *Ann Vickers*, although one would never guess it from the screen version, is a powerful exposure of the worst American prisons. *It Could Never Happen Here* is a type of book not easy to classify. It pretends to describe what happened when a Fascist régime was set up in the United States and, to me, was strongly reminiscent of Carl Billinger's *All Quiet in Germany*.

Such a work is not exactly a Utopia, any more than was Aldous Huxley's *Brave New World*, for neither author is describing an ideal society. Many reviewers missed the underlying note of bitterness in *Brave New World*. To-day, in the light of *Ends and Means** (Chatto & Windus), they would probably like to revise some of their *obita dicta*.

* Not fiction.

FURTHER LETTERS TO A YOUNG HEAD MASTER

XII.—GREEK, SCHOOL REPORTS, A HEAD MASTER'S SUMMER HOLIDAYS, MATHEMATICS

By W. JENKYN THOMAS, M.A., ex-Head Master of Hackney Downs School, formerly Grocers' Company's School

MY dear W.,

You are quite right, of course, when you say that there must be something wrong about the translation of " We thought her dying when she slept, and sleeping when she died," quoted in my last letter. *Sapiens*, you correctly observe, does not make sense. The translation should have run as follows :

Dormiens virgo moriens videtur,
et vice versa.

As a classical scholar—but I had better amend this into " as one who took a degree in classics " (a distinction with a difference)—like yourself, I sympathize with your regret that you cannot see any prospect of a successful advanced course in classics in a school of your type. I was in the same boat, all the years I was a head master. I should have thoroughly enjoyed teaching Greek, even more than I enjoyed teaching Latin. My first teaching job was at the University College of North Wales, Bangor, where I was styled Assistant Lecturer in Classics. I taught Greek there to a beginners class which was held at 8 every morning except Saturday (and, of course, Sunday), and I thoroughly enjoyed it, although it meant early rising. By the way, are there any classes held at 8 a.m. in any university college in these degenerate days? I know not. I was very youthful in appearance then, and touchy about it, and I was much chagrined when I heard that a woman student attending my class, when asked how she liked Greek, replied " I like Greek well enough, but I don't care to be taught by a mere boy." *Tempora mutantur, nos et mutamur in illis.* But here I am reminiscensing—I must be more senile than I thought.

You ask me how I used to deal with school reports at the end of the summer term. I have a suspicion that I described my system to you in a letter some time ago, but as you have asked me I will describe it again. If " again " is not just, I apologize. By the way, have I quoted to you the Oxford alderman who strove to administer justice without swerving to partiality on one side or to impartiality on the other? At the end of each term, the form masters collated the reports of all the masters taking their forms, and sent me written reports based on these and their own impressions. I had an interview with each form master, and discussed with him the report with which he had previously supplied me.

As the staff was a big one, these interviews took a long time, but it was time well spent. When a form master was also a house master, we discussed in addition the way in which his house officials had acquitted themselves. At the end of the summer term, the discussions were even more thorough than at the end of the other terms, because the end of the summer term —at present, at any rate—marks the end of a definite stage in a boy's career, and questions of promotion, &c., arise. Then I used to write " General Remarks " in my own hand, weighing my words very carefully. In the case of a favourable report, I tried to avoid raising

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extravagant hopes, and in the case of a report which was on the whole unfavourable, I tried to give credit for anything good in a boy's record. There is sometimes a temptation to write something smart, but I did my best to resist such temptation. Then I had a copy made of the whole report and filed. The job, with the large number of boys in the school, was long and laborious, but it was worth it, as the act of writing helped to fix the impressions gained at the interviews. Of course, as I taught about half-time, I had first-hand impressions of a great many boys, and you, believing as you do (and rightly in my opinion) that a head master should teach as much as possible, are in the same happy position. I commend my system in particular to those head masters—an increasing number, I am afraid—who give one lesson a week in Scripture and spend the rest of their time in " organizing "—inverted commas, please.

You do not ask me how you should spend your summer holiday, but I am going to give you advice on that point, unasked, whether you like it or not. You are entirely devoted to your school, and the only society you mix in is scholastic. You will remember the saying about a schoolmaster, that he is a man among boys and a boy among men. You, in my opinion, are in danger of becoming a boy, in the derogatory sense in which the word is used in the saying. I counsel you to avoid scholastic society for at least a good part of your holiday, to seek non-scholastic society, and to mix as freely as you possibly can with it. Put education so far as possible out of your mind. You will be far better qualified to tackle it after the respite. I could dilate copiously on this theme, but I will refrain.

From remarks which you have dropped from time to time, and from the fact that you intend next term to reduce the time devoted to mathematics in your school, I suspect that in your heart of hearts you have a mean opinion of mathematics. I confess that in the past, in my heart of hearts, I, too, entertained a mean opinion of the subject. Perhaps that was partly due to the fact that I only got a fourth class in mathematics in my Little-Go at Cambridge—no man can sink lower. In my youthful conceit, I fancy I regarded as poor any subject in which I was poor myself. That I now have a saner opinion is chiefly due to Mr. Benchara Branford, that great philosopher and educationist, whose friendship I was privileged to enjoy when I was in active service, and whose merits have never been properly appreciated. In his *Janus and Vesta* (published by Chatto & Windus) there is a chapter about mathematics, from which I am going to quote some extracts which will do you and all who think like you (converts are always enthusiastic) a world of good. After giving a very learned and equally interesting account of the evolution of the universities of the world, he says, " It will not have escaped observation that in the outline we have given of university developments, one subject of culture, one study, occurs almost throughout, and one alone. That subject is mathematics. It is because this science is incomparably the most ancient of all studies that have been systematized by humanity.

" Mathematics has a history unparalleled for continuity. A study of its development reveals striking and instructive parallels between its successive stages and the political world-movements with which, little suspected as they are, this science of sciences has the most intimate relations, both as cause and as effect.

" To its development all nations in recorded times have contributed, Egyptian and Babylonian, Chinese and Hindu, Hellenic and Roman, Persian and Saracen, American and modern European.

" Finally, it is the basal science of all sciences and of all their numberless practical applications; it is the science that measures for us space and time, the body-composing dust at our feet and the starry heavens above; without its existence no other science is possible and therefore also no art of man whatsoever. The very dominion of the air rests on further mathematical discoveries and creations in its aerodynamical branches."

He quotes Plato's " None ignorant of geometry may enter my door " and breaks out into dithyrambic prose: " Far from the bustling world in enchanted chambers below all the colossal arts and activities of modern civilization sits the Queen of Sciences silently weaving her web of thought. . . Without this invisible web all material power would vanish into nothingness. This Queen is Mathematics. . . . Indifferent to her is the use man makes of her magic, but without it he can no thing do."

But I must leave this lofty theme. Did you read the following in the *Observer* the other Sunday? (By the way, whenever I read the screeds of that very worthy man, Mr. J. L. Garvin, I think of Cromwell's adjuration to a pious deputation—" I entreat you in the bowels of the Lord, conceive it possible that you may be mistaken "). Mr. H. Fletcher Moulton has been telling the story of a tussle at the Leys School, during which a master coming suddenly into the room, said in a shocked voice, " What was that book you threw, Jones? Not a Testament, I hope? " " Oh, no, Sir," said Jones, " only a Revised Version." The comment is added " Perhaps as perilous a distinction as has been made since Lord Westbury once spoke of 'the two inferior Persons of the Trinity.' "

Yours ever,

W. J. T.

THE death, at the age of 72 years, of Major E. Montague-Jones calls to mind the great work he did during his Head Mastership of St. Albans School from 1902 to 1931. When he accepted appointment there were only fifty-seven pupils in attendance and the classes were held in the ancient monastery gateway of the City. On his retirement there were 430 boys on the roll and a long waiting list, and ample up-to-date buildings had been provided for the School. Major Montague-Jones was largely responsible for the adoption by Lord Haldane of the Scheme for establishing the Officers' Training Corps, and he claimed that St. Albans was the first School to set up an O.T.C. unit under the Scheme. He took a great interest in the Public Schools Camp at Bisley and held the office of Commandant for a period. During the War he served in Flanders with the 4th Guards Brigade.

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USING THE LIBRARY

By ERIC ARNOLD, B.A., The Grammar School, Castleford

THE problem, toward the solution of which the method here described is an approach, affects more particularly the newer, non-residential secondary schools, whose scholars often live some miles away and whose active existence as a school is from 9 a.m. to 4.30 or 5 p.m. As the number of such schools increase the scholars are drawn from ever-widening circles of the people, and many come from homes where books are almost unknown and no habits of reading can be cultivated. Such scholars present a problem to all their teachers, but it is the English specialist who finds it most urgent and who must seek a solution. This use of the library will not provide the pupil with a discriminating ear that can reject misuses of " as " and " has," " is " and " his," and " lay " and " lie," and other vulgarisms only to be eradicated by much painful grammar (of the type that more fortunate teachers declare to be unnecessary) ; but it can ensure that the word " literature " means more to the child than the thin emasculated textbook, or books, read in class. And it may be that the method could be tried with advantage even in boarding schools.

This library scheme has been developed over a number of years and is still in process of growth ; but it is now possible to consider it as a whole, since every pupil in Forms I to Lower V has had full experience of it, and results should begin to be apparent. What follows is a description of the system now, not of its development.

The library is in a large, double class-room, shaped like a very broad L reversed, and this room is also the form room of the VIth Arts, where the pupils normally have their lessons or study periods. When it is being used for other purposes these classes are taken elsewhere, and the pupils doing private study are allowed, or compelled, at the will of the teacher in charge of the library, to find other accommodation. Some indication of the atmosphere that obtains is shown by the fact that many of the pupils choose to remain, and the teacher in charge can supervise their studies and discuss their work while his more immediate charge is working.

Juniors are not expected to undertake serious work in the first year. The first few library lessons are taken up with explaining the arrangement of the library and demonstrating the facilities it offers for the obtaining of information. Unfortunately, most library classes are made up of amalgamations of forms and rarely contain less than forty pupils. As the room is crowded with sixty, movements have to be reduced to a minimum, particularly as the chairs are light and the floor is wood. Each form has one library period each week.

Most of the books are arranged along two walls on open shelves. The classification is after the Dewey system, with only a few modifications, and the shelves are marked with such devices as " Literature," " Biography," " Ancient History." Separate bays contain the novels and books only for juniors, the French library, German and Classics. Along the longest wall are groups of shelves for special books—magazines and large illustrated books in one, dictionaries, encyclopedias and other books of unwieldy size in another, and recent accessions and Keesing's *Contemporary Archives* on a small display cabinet. There is also a cupboard where books loaned from the County Council are kept under lock and key.

When this arrangement has been explained to the children, they are invited to suggest topics upon which they would like information. It is instructive to see how very few have any idea of what can be found out, but by prompting it is possible to get such topics as " Pets," " Fishing," " The War in China," or " Hairdressing." The teacher explains and demonstrates how to begin the search, and interest is stimulated.

By now several weeks have elapsed since these pupils came to school, and it is possible to enlist the aid of other teachers. At the next lesson, children come primed with questions from their physics, geography and history ; but, lest the library lesson should become a mere adjunct of these subjects, the teacher in charge encourages the pursuit of hobbies and other natural inquiries—not forgetting those connected with literature lessons.

At this stage it is time for more formal work. Each pupil is told to write down the topic he or she is interested in, and when these have been examined—and modified to bring them within the scope of the library—the pupils are allowed to find the books they require. Naturally, there is some confusion, but, by such minimum regimentation as requiring all movement to be done in one direction, it is possible for most of the class to be settled down in less than five minutes. Once sat down with a book, a pupil must not change it without permission of the teacher. It remains for the teacher now to deal with the more difficult cases of those who cannot find what they want, or those who are pathetically unable to say what they do want. Eventually, every pupil has a book.

The most difficult part of the teacher's task is from now onward. The books chosen by these juniors vary from Mommsen's *History of Greece*, to a volume of Fairy Tales in large print suitable for 5 year olds. The pupil who wants to study the history of Greece is catechised until the teacher finds that what he really wants to know is what weapons the Ancient Greeks used in their wars. It is then easy to find a more suitable book. Of course there must be give and take, because the number of books useful for any specific inquiry is very limited, and, at first, there is a monotonous lack of originality about the subjects asked for. It is not to be imagined that all the pupils are really deeply interested in what they are doing ; much of the reading is perfunctory—even the choice of subject being made with no thought. But such lack of interest is not a crime in Form I or II, and the teacher continues to suggest other subjects to the slackers until

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every pupil is sufficiently interested to read the book before him.

Here are some of the subjects studied by first-year pupils: Belgian and Flemish Paintings, Castles, Nineteenth-Century Costume, Myths of Mexico and Peru, Fishing and Gunnery. Many pupils are reading books such as *The Travels of Marco Polo* and *South with Scott*, while others ask permission to look up contemporary events in Keesing's archives. Every week a few come forward with requests to look up topics that have arisen during other lessons; while every pupil acquires the habit of consulting the dictionaries before admitting defeat and referring to the teacher.

They are encouraged to write notes—and what time the teacher can spare is spent in showing individuals how best to do this—but not until the end of the second term is any writing demanded. From that time on, there is a rule that an essay must be produced every term, and no book, or rather study, may be changed until an essay or a note has been shown. Uniformity of interest or progress is not expected, but some indication of the keenness displayed may be gathered from the fact that several pupils ask for permission to take their books home so that they can finish their essays there, while others express gratified surprise when they are given permission to use the library for that purpose after school. On the other hand, it must be admitted that there are pupils who, at the end of their first year, have found nothing better to do than read fairy tales—but even that is an advance on the traditional pocket " literature " of the average schoolboy.

In the next year, the work proceeds without a break. In fact, pupils who desire, can continue the work begun in the previous year. To speak of " years " is misleading. Owing to the incidence of examinations (when the library is used for School Certificate and Higher School Certificate candidates) and half-term (library periods occur at the week-ends owing to circumstances connected with the time-table), a year's work in the library represents nothing more than twenty-five to thirty periods of an average duration of something less than thirty minutes. But the second year pupils know better what can be attempted in the library. At first, there was a scramble for the *Encyclopedia Britannica*, but now that is only used as a last resort. Subjects are similar to those chosen the year before but there is some narrowing down. Some pupils work in groups—one group, for example, using *A History of Everyday Things* and *Social History* for a study of hairdressing, furniture and costume. There is more interest in exploration and in Keesing's *Archives*. A detailed account of the subjects chosen would be very instructive, but this can be given later. Essays are required at the end of each term, or on a change of topic—but this is more for the prodding of laggards to some achievement than for the intrinsic merit of the finished product, although the essays are a useful guide to the teacher.

In the third and fourth years, more serious study is expected. Owing to the limitations of the library, the class is divided into two, and each week a different half is provided with " private reading " books, so that the others may have greater freedom of choice; but when these latter are satisfied, the others may, and usually do, get what they can. Now, the pupils learn to follow up one study with another. For example, one youth (in normal lessons a most intractable pupil) wanted to read about Scott's South Pole Expedition; he has gone on to South Pole Exploration in general and now wants Keesing's to read about Admiral Byrd; but Keesing's is being used by another pupil who is studying Russian Arctic Exploration. The wide scope of the interests of these pupils includes such topics as " Tibet," " David Livingstone," " Ballads," " Elizabethan Theatres," " The Prime Ministers of England," " History of Coal-mining," " Queen Victoria " and " Medieval Fortifications."

If, as happened one year, there is a class of pupils of low literary ability and interest, it can be allowed to work in syndicates to produce combined studies. The class referred to produced studies of " Trade Routes," " The Press," " Administration of Justice," and a historical and commercial account of the county.

Throughout all this there is instruction in note-making and the checking of fact. The teacher does not answer questions of fact, but either sends or accompanies the inquirer to the source of information. The result is that the various dictionaries and the index to the Encyclopedia are in constant use, and habits of scholarship are developed.

A variation sometimes allowed is for the pupils to prepare and give lectures on the subjects they have studied, but this takes up too much time in the library lesson—preventing the rest of the class from prosecuting their own inquiries—and is therefore not really useful. Such lectures are best given in other lessons, or at the end of term when the library is not available.

Pupils in examination forms (School Certificate) are not given special library periods, partly because it would be difficult to arrange for any more such periods than are already allotted, and partly because their studies are narrower. Having acquired the habit of referring to the library they are free to use it for reference after school, or what is better, they are now fitted to make use of the facilities offered in the Town Library.

The benefits of the scheme are, to a large extent, intangible. If a knowledge of the use to which a library may be put is of value, that is something they have gained. Many, no doubt, profit little—but it is equally true to say that many of them profit little from any of the lessons they endure. Those who emerge into the sixth form have, however, this immense gain; private study in the library is not a novelty. They know how to set about using books, and are not likely to confess (as, some years ago, a pupil did confess) that they have no idea where to look for books on any given topic. The general improvement in essay writing is a relief to a teacher who was moved to exasperation by previous pitiful efforts to make bricks without straw.

In conclusion, for the benefit of teachers who may be tempted to try the scheme, it must be realized that this constant use of the library by all and sundry results in some derangement of the books and necessitates an elaborate scheme of library organization.

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PROBLEMS OF DEMOCRATIC EDUCATION ABROAD

By E. NEWCOMB, M.A., University of Leeds

STATE systems of education imply control of education by a central authority and the adjustment of its relations with local authorities and other educational agencies. In democratic countries permitting freedom of discussion and experiment and open to influences from abroad, new ideas about the aims or the organization of education must win assent, and they are not always easily incorporated in the state system. In this fact there is both gain and loss. Unanimity on fundamental questions is rarely achieved. Where states have imperial responsibilities toward other races, the ideas on education prevalent in the homeland will be the initial guide in educational enterprise overseas—this is also true of the educational work of missionaries.[1] It is under these conditions that the assumptions of philosophies of life and education are forced into the open and put to the test.

At the close of the last century, New Zealand was well to the fore in social and democratic progress. Mr. Webb[2] claims that she had a system of democratic education in which his country led the world. In 1877 local authorities for education had been established; after many vicissitudes an era of experiment and reform set in, full of promise. But since the War, local control has been gradually diminished and the power of the central executive increased. Mr. Webb gives his reasons for thinking that the Education Department has become narrowly bureaucratic in its administration, failing to co-ordinate the various branches of education, content with the old and impervious to new ideas. Without flexibility at the centre, local interest has steadily diminished, to the general loss. The principles of state control, its functions and dangers, are treated admirably in an opening chapter, and his final plea is for a changed attitude of mind at the centre rather than for a recasting of the whole system. "Supervision, given a technique which does not regard efficiency and uniformity as synonymous, is not the enemy of local independence and initiative."

In his interesting *Report on the Technical Colleges of South Africa*[3] Dr. Spencer records a favourable impression of their work, and describes them as well organized and conducted. They are, however, faced with financial difficulties, and separated from the rest of the educational system. Of late years, there has been an increase of centralized control of education in the Union of South Africa. The Dominion Government is responsible for the provision of technical education, aiding but not maintaining it. Each college has its governing body, but there is no local authority responsible for it, and municipal support is entirely voluntary. Local interest declines, and there is a growing tendency to leave everything to Government. Centralization, as Mr. Webb notes, has gone further in other Dominions than in New Zealand; circumstances must determine the degree of state control, as well as its form, and the problem for a democratic state is "to support education without requiring education to support it slavishly in return."

Dr. Stuerm claims that this problem has been solved in Czechoslovakia,[4] which has a complete and efficient system of education comparing favourably with any other in Europe. For the intellectually gifted, there are facilities for the passage of pupils from the higher elementary schools to the secondary schools, and from thence to the universities; there is an ample supply of trade and continuation schools and of technical schools of university rank. The craftsmen of Czechoslovakia are highly skilled, and in some light industries they are famous throughout the world. Great care is taken to maintain the standard of secondary and higher education. A democratic country surrounded by dictator States cannot afford to neglect in any respect the equipment of its people for the maintenance of its economic position and independence. Local authorities have real responsibilities in education and share in its finance, but state control is wide-reaching and in all important matters paramount. Curricula and standards of accomplishment are laid down by the central administration. The power to indoctrinate pupils with national and democratic principles lies to hand, yet the deliberate policy of the state is rather to furnish adequate knowledge, to encourage independent thought, to make provision for differences of race, language and religion, and to allow opportunities within the one state for the adaptation of education to social, economic and political diversity. Sensible of the dangers of disintegration and superficiality when indiscriminate freedom is permitted, the central authority safeguards what is regarded as essential in knowledge and skill. There is a strong element of conservatism in secondary and higher education, and traditional values are respected and preserved.

Dr. Stuerm has the conception of training in democracy common to American believers in "progressive" education. Thus about half his book is a description of experimental schools in which "progressive" ideas have been put into practice. He approves of their individual and group work, self-government, free discussion, projects and extra curricular activity. In origin, these schools were due to private enterprise, and most of them have had to close down. Those now in existence are supported by the State and serve the purpose of trying out new methods of dealing with the state standard curriculum for elementary and higher elementary schools. The reform movement has led to the

[1] **Educational Missions at Work: a Sketch of the Educational Work of the S.P.G. in the Mission Field.** Edited by the Rev. H. P. Thompson. (1s. 6d. Society for the Propagation of the Gospel in Foreign Parts.)

[2] **The Control of Education in New Zealand.** By L. Webb. (6s. 6d. net. New Zealand: Council for Education Research. London: Oxford University Press.)

[3] **A Report on the Technical Colleges of South Africa.** By Dr. F. H. Spencer. (New York: Carnegie Corporation.)

[4] **Training in Democracy: the New Schools in Czechoslovakia.** By Dr. F. H. Stuerm. (New York: Inor Publishing Co.)

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modification of prescribed syllabuses; and in the first two classes, freedom in material and method is sanctioned. In the remaining classes, the official programme of work must be followed, freedom extending to the methods employed. Thus the central authority has certain model schools where innovations in method may be tested, and reserves to itself, in the interests of efficiency and stability, the right to approve or to disapprove them for general adoption.

In secondary and higher education Czechoslovakia exemplifies Europe rather than America, having prescribed, though varied, courses and rigid examinations. The defects of the "units" and "credits" system adopted in America are evident in the remarkable and extensive investigation of the relations between secondary and higher education in Pennsylvania which is recorded, so far as the colleges are concerned, in *The Student and his Knowledge*.[5] Objective measurements of knowledge, mature and ready for use as the result of education, revealed many anomalies and throw justified doubt on the efficacy of the system.

Nearly everywhere in the Pacific area, missionaries opened the first schools for indigenous races; they were soon followed by Governments. Religious motives and national policies have resulted in widely divergent aims and practices, the divergence being accentuated by the great variety of social and economic conditions, by local customs, different conceptions of morality and religion, and by diversity of tongues. In the discussions at the Hawaii International Conference, interpreted and summarized by Professor Keesing,[6] while there was a measure of agreement on many practical points, there was profound disagreement about principles. Whatever the topic—the attitude to indigenous cultures, health, vocation, leisure, mass education, language—two broadly opposed schools of thought about the "desirable objectives of education" emerged, and on the control of education the extremes of authority and freedom were represented.

The opposition of aims revealed what is perhaps the crucial conflict in contemporary theories of education—that between those who express their belief in permanent values which should be the ideals of education, and those who, repudiating these as vague and unsubstantial, preferred the pragmatic, experimental and scientific approach through immediate experience. This last is characteristic of "new" or "progressive" education in America and elsewhere. Its advocates tend in practice to undervalue the past and to wander aimlessly into the future, misled by experiences which educationally are not worth while. This experiential philosophy of education is rejected by influential writers in Czechoslovakia; its abuse has led recently to the formation of a group of "Essentialists" in America, anxious to preserve the values that extremists miss. Dewey, in his latest book *Experience and Education*, states clearly the issues, and analyses in masterly fashion the nature of a philosophy of experience which would serve successfully as a guide to means and ends in education.

[5] **The Student and His Knowledge: a Report to the Carnegie Foundation on the Results of the High School and College Examinations of 1928, 1930 and 1932.** By W. S. LEARNED and B. D. WOOD. (Study of the Relations of Secondary and Higher Education in Pennsylvania, Bulletin No. 29.) (New York: Carnegie Foundation for the Advancement of Teaching.)

[6] **Education in Pacific Contries: Interpreting a Seminar Conference of Educators and Social Scientists conducted by the University of Hawaii, 1936.** By Prof. F. M. KEESING. (8s. 6d. net. Oxford University Press.)

Safety Film Competition.—One hundred pounds is being offered in prizes to amateur film makers by the National "Safety First" Association which will use the prize-winning efforts in its lecture campaign. Silent 16mm. films are required illustrating how exemplary or foolish conduct can prevent or cause accidents. The Competition is divided into two sections, one dealing with road safety and the other with industrial safety. There are three prizes of £25, £15 and £10 in each section. Though competitors will be given full liberty in the choice of subject, the Association is most anxious to acquire films dealing with the safety of young people, whether on the roads or at work.

* * *

Educational Broadcasting.—Among the short series of talks arranged for the holiday season is one by Monsieur E. M. Stéphan, who is so well known as a B.B.C. speaker. This time Monsieur Stéphan will talk in English about France at Work and Play, telling of the French countryside and the peasant in the fields and of how the small craftsman still plies his individual trade in spite of the competition of modern great businesses. France is above everything individualistic in her outlook and her work-people are individual also. The first talk will be on August 5 at 3.30 p.m., and in the second, on August 12, Monsieur Stéphan will discuss how the Frenchman and Frenchwoman spend their leisure time and the many differences that exist between us on the methods of spending a good time. Another series on how to look at various things is included in the West of England programme for August. On the 3rd John Spalding tells 'How to Look at the Seashore'; on August 12 Commander J. M. Scott discusses 'How to look at Ships' and on August 16 A. G. Street's subject is naturally 'How to look at a Farm.' Commander Scott's talk is also being broadcast in the Regional programme on August 13, and on August 4, at 10 p.m., there will be a Camp-Fire Sing-Song from Hunting Butts Farm, Cheltenham, where 1,000 cadets from secondary schools throughout the country are camping.

* * *

The Thirty-First Annual Holiday Course in English, conducted by London University, for Overseas Students who are anxious to improve their knowledge of the English language and to gain an insight into English life and customs, commenced on July 15. This year no fewer than thirty different nationalities are represented amongst those who have been admitted to the Course. At a time when international relationships mean so much to the world, it would scarcely be possible to over-estimate the value of a course of this kind, which brings together, for four weeks, a large number of students from widely scattered countries, and which enables the students to make some contact with English language, literature and culture, under conditions which foster goodwill and understanding.

* * *

Essential Education Data, 1938–39, published by J. Eaton Hoskin, 24 Buckingham Street, Adelphi, W.C. 2, combines a substantial desk blotter and diary for the school year 1938-39 and a handy reference of educational information. The editor had many years' experience as a head master of a public secondary school and the publication, published at 12s. 6d. net, has been widely approved.

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INQUIRY INTO HOMEWORK AND OUT-OF-SCHOOL ACTIVITIES

By H. J. SCROGIE, B.A., A.K.C., West Ham Municipal Secondary School

THE subject of this article is not homework in general, but the out-of-school activities of 350 boys and girls of one school and the effects on them of the particular homework set there. It attempts to supply a slight basis of quantitatively observed facts to the cloud of theorizing and declaiming on the subject so popular recently.

A *questionnaire* was written and given to the whole of the junior part of the secondary school of whose staff the writer is a member. This school, in Greater London, is co-educational, with some 360 boys and 260 girls. It is organized into age groups (Forms) each of about 120 boys and girls, subdivided into classes (A, B, C, D,) according to success in school work. The *questionnaire* was limited to Forms 2 (the lowest; age 11+), 3 (12+), and 4 (13+), to lessen the work should the investigation prove useless; also because of the head master's suspicion (and mine) that it might be less reliably answered in the upper school. To verify so far as possible the details given, a short covering note from the head master was enclosed, asking the parent to read the form, check the answers (written in school under my supervision) and sign it if satisfied. It may be remarked here that the attitude of parents was most helpful; three only raised objections, which were dispelled; the remainder all signed, many in fact correcting or enlarging a good number of answers.

The questions asked were of the type, "Do you belong to the Scouts, Guides, or any sort of club? If so, give its name and say how much time you give to it." They were directed mainly to discovering the effects of school-life, including homework, upon outside social activities, hobbies, and health.

The numbers of children belonging to Scouts, Guides or clubs were as follows:

	No. in Form		*Scouts, &c.*		%	
Form	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*
2 ..	54	66	20	18	37	27
3 ..	63	59	15	29	24	49
4 ..	47	62	15	15	32	24

Many others had an evening occupied by church choir, school choir or orchestra, or had regular music lessons or practice at home:

	Choir, &c.		*Lessons, &c.*	
Form	*Girls*	*Boys*	*Girls*	*Boys*
2	4	15	22	16
3	2	10	23	14
4	1	10	7	7

The total number taking part in some musical activity was:

Form	*Girls*	*Boys*
2	25 (46%)	25 (38%)
3	23 (37%)	19 (32%)
4	8 (16%)	16 (26%)

These figures are low, and become lower as school life advances; but they cannot be judged in isolation.

The number of boys and girls neither playing football, netball, &c., nor getting frequent exercise by cycling and athletics was:

Form	*Girls*	*Boys*
2	3	12
3	1	4
4	3	4

Lest these figures seem unduly optimistic, the numbers of those whose exercise was considered (by the writer, from his knowledge of the children and from the *questionnaire* answers) sufficient or not, bearing in mind that all games are voluntary, that every child gets at least seventy-five minutes per week physical training, and that a child of 13 needs more time for sports than one two years younger, were:

	Insufficient		*Sufficient*	
Form	*Girls*	*Boys*	*Girls*	*Boys*
2 ..	19	8	32 (59%)	46 (69%)
3 ..	6	2	56 (89%)	53 (90%)
4 ..	3	8	40 (85%)	50 (81%)

Now it is of course clear that these figures are not completely objective, inasmuch as they rest—necessarily—on the writer's idea of "sufficiency" in games. The writer's judgment is at least not an impression, but is based on a careful, unbiased study of the pupils involved. But as it is not any absolute accuracy but the accuracy relative to each other of these percentages that enables us to judge the effect of school life on games, this subjectivity does not invalidate the evident conclusion that far from homework shortening the time given to sport by the boys and girls of this school, that time increases as school life advances. This argument is not finally conclusive for two reasons. First, we want to know what happens higher in the school, particularly at General School stage. Secondly, comparison of this year's Forms 2, 3, 4, with each other is, although the numbers are fairly large, not so good as comparison of several different forms each with itself at later stages of school life would be.

Some further light on the effect of homework on health is given by the figures concerning bedtimes. Tables are given for Forms 4, 3, and 2 respectively, there being no sex differences:

	Total number in bed by:—							
Form 4	8	8.30	9	9.30	10	10.30	11	11.30
Mon.—Fri. ..	1	7	28	88	105	109		
Sat.	-	-	11	30	84	99	106	109
Sun.	2	5	24	54	95	107	109	
Form 3								
Mon.—Fri. ..	5	25	81	117	122			
Sat.	-	-	24	70	113	120	122	
Sun.	4	16	63	106	121	122		
Form 2								
Mon.—Fri. ..	13	41	90	115	120			
Sat.	-	12	41	77	113	120		
Sun.	9	34	78	103	118	120		

Whether these bedtimes are too late or too early we may leave to the doctors to discuss. But I have indicated

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in the table for each form the surprisingly close approximation of the week-day figures to those for half-an-hour later on Saturdays. Even Sunday shows a later bedtime than that for Monday to Friday. *And no homework is set for the week-end.* The evidence here is conclusive: The health of no child in this school is adversely affected by late nights caused by homework. Where late nights occur, some other cause must be found.

Whether school life helped or hindered the growth of hobbies was our next inquiry. The *questionnaire* revealed that 53 per cent of Form 2 children, who had been in the school two or three months only, had one hobby, very often "reading," or none at all; whereas Forms 3 and 4 showed similarly 38 per cent each. This seems a satisfactory widening of interests, possibly due to the hobbies exhibition held in the school every July. Altogether, two thirds of the pupils had one or two hobbies, but there was a remnant of nearly 10 per cent without any.

Now this 10 per cent, and the decrease in musical activity noticed above, with perhaps a slight loss of clubs membership, has to be offset by the increasing activity in sports that we have noticed. Further, there are many other factors besides homework, affecting all these activities, such as adolescence with the change of interests it often brings, and consequences easily overlooked, *e.g.* the breaking of boys' voices destroying the only musical opportunity that many have. The amount of homework set in this school is one and a half hours* per evening (divided into three subjects) for Forms 2 and 3 and 2 hours for Form 4. This is for Mondays to Fridays; Saturday (full holiday), Sunday, and school holidays carry no homework. This evidently allows sufficient time for each pupil to develop his or her own interests, and therefore cannot be termed excessive. Those whose sporting activities are insufficient are found to compensate by extra time spent in clubs or hobbies; and vice versa. For example, R. B. (4b) has no club, little sport (swimming Friday evening, football Saturday morning once a fortnight), but gives his two hobbies—chemistry and woodwork—nine hours per week. T. J. (4b) with no club, only game football every Friday evening, says he spends sixteen hours per week stamp-collecting! H. B. (3b), no club, no exercise except cycling on fine Sundays, gives as his hobbies, reading, looking after pets, and model railways—twelve hours per week. One can allow a very large margin of error in these estimates of times, and still claim that homework leaves ample time for balanced development of all activities. This is reinforced by the following figures, of those children who, having no club, and insufficient or no exercise, have also few hobbies:

Form	*No Hobby*	*One Hobby*	*Two Hobbies*	*Total*
2 ..	2	12	12	26
3 ..	1	1	7	9
4	-	5	1	6

Where homework, in fact, is least, there also outside development lags.

Examples of the converse being true may also be supplied. E. J. (4a) spends one hour each evening, and Saturday morning and afternoon in football, cricket, or swimming; one hour each evening in chess, stamps or another of his seven hobbies. As he leaves school at 4 p.m. and goes to bed at 9 p.m., he has still time for his two hours homework—which is always done. Another boy, among the best in schoolwork, and easily the best athlete of his year, is F. B. (4a), who spends at least one hour every evening in games besides Saturday, and attends the cinema three times per week.

Some other details, concerning first the hobbies and games, and secondly further uses of the *questionnaire* to the school, may be interesting.

No less than twenty-seven hobbies were named. The most popular for girls was reading, for boys stamp-collecting. The chief surprise was that cigarette card collecting had only eight boys and one girl as adherents—probably a temporary lapse. The chief hobbies, with their followers, were:

	Form 2		*Form 3*		*Form 4*		*Total*	
	Girls	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*
Reading ..	33	31	46	18	40	19	119	68
Stamps ..	2	33	1	30	3	25	14	88
Knitting ..	13	—	27	—	15	—	55	—
Needlework ..	14	—	22	—	11	—	47	—
Cookery ..	14	1	2	—	3	—	19	1
Woodwork ..	—	10	—	6	—	12	—	28
Meccano, &c. ..	—	5	—	10	—	12	—	27

As a group, the "skilled artisan" hobbies—woodwork, meccano, model trains, chemistry, electricity and photography, were prominent, totalling sixty-two. Chess increased, nature study and fishing decreased, with age. Hiking and writing appeared only in Form 4.

Games are played not only because and if they are enjoyed, but also because and if there is ample provision of grounds, &c., and the figures which follow reveal the second rather than the first factor. Football, cricket and netball show a consistently large following, as there are facilities in the district, though not of the best, for large numbers to play:

	Form 2		*Form 3*		*Form 4*	
	Girls	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*
Football ..	—	49	—	45	—	43
Cricket ..	—	34	—	34	—	35
Netball ..	49	—	50	—	32	—

Swimming reflects the regular weekly organization of school parties to the Council's excellent swimming baths at reduced rates, and the increasing number of those taught to swim. Tennis shows the introduction to the girls during their third term of a new game and its immediate popularity; for boys an introduction postponed for lack of courts to the upper school.

	Form 2	*Form 3*	*Form 4*
Swimming (Girls)	19—	31—	28—
(Boys)	10—29	20—51	31—59
Tennis (Girls) ..	2—	44—	38—
(Boys)	2— 4	0—50	0—44

And there is a third group of sports whose following is consistently small. Of these, skating depends on the rink in the district.

	Form 2	*Form 3*	*Form 4*
Skating ..	4	11	9
Gymnastics ..	11	11	7
Table Tennis ..	4	3	9
Boxing ..	2	—	—
Rowing ..	1	1	—

* Just reduced by a new head master to one hour.

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Finally, we come to the question, of what use is this *questionnaire* to the school? First, it suggests very strongly that the amount of homework set in this school is not excessive, nor, perhaps less strongly but reinforced by evidence of school work, is it insufficient. It is thus a definite guide in a primary matter of school policy, although it does not, of course, offer any evidence bearing on the possibility that school work would not suffer by a reduction of homework in the second and third forms. Secondly, the completed *questionnaire* forms will be handed to the form teachers and should provide them with some unusual material for the better understanding of their pupils. Thirdly, it has suggested possible explanations of the backwardness of some. One amazing example may be given. J. E., a girl of 2d at the time, aged 11, informed the writer in reply to his questioning that she went regularly to the cinema four times per week, leaving home about 8.15 p.m. and therefore not being in bed much before midnight. This explained immediately her dullness and apathetic lack of energy. It was one of the considerations that suggested the advisability of the *questionnaire*, particularly as her frankness disclosed her total lack of suspicion that anything wrong was occurring. Now, according to the *questionnaire*, she goes twice a week—Saturday afternoon and one evening—and is in bed every evening by 9.30 p.m. In wakefulness, energy, concentration, and desire to work she has improved distinctly.

Altogether, there was much less excessive cinema-going, and much less difference between the sexes, than might have been expected. Of the 351 boys and girls, twenty-three (6½ per cent) went more than once a week (of whom only one—and a brilliant boy athletically and scholastically—went three times), another 41 per cent went once a week, while 7½ per cent (twenty-six) did not go at all. The only distinguishable difference between the sexes was that 45 per cent girls and 50 per cent boys went once or more. The difference, too, between the classes was small: attendances once or more per week were 49 per cent "A" classes, 40 per cent "B" classes, 47 per cent "C" classes and 55 per cent "D" classes.

Other possible causes of backwardness disclosed were late bedtimes, very fully occupied evenings meaning homework scrappily done (as already discovered by teachers) and, especially, Hebrew classes.

The Jews form a special problem. A certain proficiency in Hebrew is required by them for their equivalent to Confirmation, and a few pupils may, for special purposes, continue this study until they are at least eighteen years old. In the three junior forms investigated, there were accordingly fifteen boys and seven girls attending the language classes arranged by the Synagogue, apart from a dozen or so Jews who did not do so. The number of attendances each per week varies from three to six, the length of each attendance from one to two and a quarter hours, the total amount of time in study from four and a half to eight and a half hours per week. Twelve attend on Tuesday and Thursday 5.30 p.m. to 7 p.m., Saturday 11.30 a.m. to 12.30 p.m., and Sunday 10.30 a.m. to 1 p.m. Three others omit the Saturday morning lesson. Two more include Saturday and add another forty-five minutes to both evenings. Three attend on Tuesday, Wednesday, and Thursday, one for an hour per evening, two for two and a quarter hours per evening, and each also attends on Sunday. One boy attends for three evenings for two hours each, with Saturday and Sunday, and one boy four evenings, one and a half hours each, plus Saturday and Sunday. Monday is his free day, so he then goes to a Jewish club.

The results of this are plain. Every one of these twenty-two is seriously overworked, even though that may not be shown in school work immediately. It is suggestive that of the fourteen (of the twenty-two) who have been in the school one year or more, ten are in the C or D divisions (including one boy who had to do the first year again) instead of an average of 6·3 non-Jews in every fourteen. One only, of the fifteen boys involved, plays games with the school; nine play none—*i.e.* 45 per cent of the boys not playing games are Jews. Possibly three of the seven girls get sufficient exercise.

This also illustrates a racial difference, that the Jews do not display the same keenness for outdoor games and sports as the British youth, for whereas one-third of the total number of boys belong to some form of club, eight of the fifteen Jewish boys do—a figure supported by previous observation in the school. Hobbies of a more adult kind—reading of history or literature, chess, billiards, and so on—also appear somewhat more frequently than usual, and this is an indication of the improvement in school work that many would show if the pressure of the Hebrew classes were relieved. Whether this latter can be effected by a talk between the head master and the Chief Rabbi remains to be seen.

Finally, let it be emphasized again that this inquiry was limited to part of one school, and that, suggestive as it is of general conclusions, these may quite possibly be subjected to the same limitation. This restriction is its virtue, not defect. Homework deserves, because of its importance, to be the great topic of Press and conversation that it is. But it deserves better. It should be the subject of investigation as scientific and objective as possible, not merely popular—or professional—oratory. If such an inquiry as this one—improved, we may hope, by experience and criticism—is made in many schools, and the results synthesized, then our many opinions on this subject of the effects of homework may be transformed into knowledge.

Last year, the ASSOCIATION OF SPECIAL LIBRARIES AND INFORMATION BUREAUX (ASLIB) produced a valuable "Select List of Standard British Scientific and Technical Books" (see the *Journal*, July, 1937, page 450), which provided a classified collection of works still in print and representing authoritatively the subjects covered. A second edition has now appeared, which has been revised and augmented by sections on agriculture and medicine and surgery, the latter compiled by the British Medical Association.

* * *

According to a recent issue of *The Readers' Guide* to the Halifax Public Libraries, that town spends about £1,500 annually on new books and replacements; in 1937, more than 5,000 new volumes were acquired, about 80 per cent of which were suggested by readers. Some 20,000 use the libraries of the town.

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FOREIGN AND DOMINION NOTES

DENMARK

War of 1864 an incentive.

Danish education has always been inspired by the priority which it came to occupy in the minds of liberal thinkers in the last century, who, believing in freedom and democracy, felt that the power to overcome Denmark's difficulties—particularly those created by the pessimism induced by the country's defeat in the war with Prussia in 1864—must be sought among the common people, the peasants and the workers. In addition to the necessary technical foundations of culture, every citizen must have the " emotional side of his nature educated and formed in such a way that the succeeding generations are fully conscious of the unity of the nation and of the supremacy of collective over personal interests."

Compulsory Education since 1814.

Thus wrote the Minister of Education last year; he went on to say that the fact that many of the provisions of the Law of 1814 are still in force to-day, shows how clearly the legislators grasped the idea of progress, for obligatory state school attendance was thereby instituted from 7 to 14. Though private education is now allowed, the vast majority of children attend State primary schools, for of 456,000 children of school age, 420,000 are educated in them.

Secondary Education.

In 1903, secondary education was generally introduced, and to-day schools which can be attended by all children over 11 years old exist in all provincial towns and in many of those smaller villages served by the railways. These schools have a school-leaving examination and prepare for higher education of various kinds. Attendances of pupils not intending to continue their education further after the examination have reached such a high figure that a reform project has been elaborated by a former Minister; he recommends the following reforms in order to keep these pupils at the *primary schools*: (1) to add the word " practical " to their title as being more likely to arouse interest; (2) to add an eighth class so that the length of schooling is the same as in the secondary schools, which would, incidentally, provide posts for unemployed teachers, and (3) to devote a good deal of time to manual work and physical culture and to include the study of the history of civilization, experimental physics and German and English. The project also includes the provision of more rural school buildings and recommends compulsory attendance throughout the year and not only during the winter—which has been the practice in rural schools—and the addition of natural history, hygiene and two foreign languages to the curriculum.

Projected Reforms.

Reform of 1937.

The greatest improvement in State education, however, is the law passed last year increasing the former minimum of 5,200 hours of instruction for the seven school years to 6,480 for every school in the country; this increase is primarily occupied by new subjects introduced with a view to meeting special interests in the last year of school such as handicrafts, needlework, housework, gymnastics and foreign languages. This reform provides also for free school material, tuition only having hitherto been free, better school buildings and sanitary arrangements, baths and playing fields.

Primary School Administration—Final Responsibility.

The administration of the urban municipal primary schools is the direct responsibility of the Minister who is assisted by trained inspectors and advisers, but there is an intermediate body in each county for the rural municipal schools, the School Board; this consists of the County Governor, a dean and three other members chosen by the County Council and a County Educational Adviser—a county teacher selected from among the profession who acts as secretary to the Board and adviser to the schools. The Board's duties are supervisory but it has the right to appoint teachers.

—Municipal Council and Schools Committee.

The local authority over the schools lies with the Municipal Council and the Schools Committee appointed by it consisting of five members (which may include the parish incumbent), which deals with instructional details and reports on any case where the Council takes a decision, *e.g.* appointments—subject to the Ministry's approval—and finance. Finally, there may be

—Parents' Councils.

set up a Parents' Council of three members chosen by and from the parents; this body has the right to be present during instruction, to report to the Schools Committee and, with it, to make recommendations as to appointments and to details of the annual examinations. The continued democratization of the country has resulted in this very

—Teachers' Council.

liberal system which also affects the position of the teachers, the head of a school not being sovereign but being assisted by a teachers' council which appoints its own chairman. A village school may model its programme on

—Freedom of Curriculum.

that of the towns and there is no limit to the number of hours devoted to any one subject nor to the scope of the teaching, but the curriculum is drawn up by the Municipal Council on the basis of a draft by the Schools Committee, subject to confirmation by the School Board in rural schools and by the Ministry in urban schools.

Equality of Opportunity.

The State schools enable even children from poor homes to proceed to the school-leaving examination, there being no fees to pay, and as this is a pre-requisite for the university, and as a university education is required for all important posts in the public service, the schools thus contribute to the democratization of society, as they do also in the case of commercial, professional and domestic science colleges.

Folk High Schools.

In addition, however, to these various kinds of specialized after-school training, the education of the adult Dane is also provided for by the Folk High School movement whose widespread development dates from the Danish-Prussian war of 1864, and which has spread all over Scandinavia and Finland. It is intimately linked up with the Danish Heath Society, whose programme of heathland reclamation gave a practical outlet to the desire for a national renaissance inspired in the Folk High Schools by the teachings of Grundtvig, who tried to drive everything dogmatic, dead and rationalistic out of the school, and who laid emphasis on the vital personality of the teacher. Tribute is constantly paid by plain country people to the purpose in life, the interests acquired beyond their immediate environment, created not by personal study so much as by lectures delivered on what might be thought to be strangely remote subjects, such as Greek and Scandinavian mythology, the religious development of Israel, the literature of the world and the history of Denmark and the North.

Received: *Danish Foreign Office Journal, Bulletin of the International Bureau of Education, Informations Pédagogiques Internationales, Internationale Zeitschrift für Erziehung.*

Through the services of Messrs. Educational Cine Sound Services, of Chopwell, and Chester-le-Street, Durham, schools of the north are to have not only a complete projector and school films service, but a centre where, by lectures and practical application, the educational film, its production and uses may be discussed, and where teachers' ideas may be exchanged.

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PERSONAL PARAGRAPHS

MR. T. R. N. CROFTS, Head Master of the Masonic Schools, Bushey, has retired after twenty-three years in office. An old boy of Rugby, and a scholar and Goldsmith Exhibitioner at Caius College, Cambridge, Mr. Crofts graduated with second classes in the Classical Tripos and the Modern Language Tripos. After serving as an assistant master at Glenalmond and Merchant Taylors' School, E.C., he was appointed Head Master of Roan School, Greenwich, in 1911. He transferred to Bushey five years later. During his Head Mastership there have been many additions to the School—cricket pavilion, shooting range, modern dressing rooms—and he has been responsible for the scheme for rebuilding the Chapel. Tours in Germany by the School Hockey XI and return visits by their opponents are among the many happy innovations he has introduced. Outside school life Mr. Crofts has been Chief Modern Language Editor to Messrs. Methuen & Co. and he has written a number of books on modern languages.

* * *

AMONG the staff changes announced by the Scottish Education Department we notice the retirements of three chief inspectors, Mr. G. Andrew, C.B.E., Dr. D. H. Crawford and Mr. F. W. Michie. Mr. Andrew, who is a graduate of Aberdeen and Oxford, entered Scottish educational service as Classical Master in Hillhead High School, Glasgow. He was appointed to the Inspectorate in 1901 and, after serving in various Districts, was placed in charge of the Glasgow and Bute District in 1922, and became H.M. Senior Chief Inspector of Schools in Scotland in 1935. The C.B.E. was conferred upon him in 1937 in recognition of his services to Scottish education. Dr. Crawford, who graduated at Glasgow University and was subsequently a lecturer there, was appointed to the Inspectorate in 1904, after a short period of service in the Department's office in London. In addition to his service in other districts, Dr. Crawford served for many years in Aberdeen and was appointed Chief Inspector in charge of the Northern Division in 1935. The degree of LL.D. was conferred on Dr. Crawford by Aberdeen University in 1937. Mr. Michie is a graduate of Aberdeen, and he was appointed to the Inspectorate in 1901, after some years' service as a science master in the High School of Dundee. Mr. Michie served in many parts of the country as H.M. Inspector until his appointment as Chief Inspector in 1932.

* * *

The successor to Mr. A. H. Whipple, Director of Education for Nottingham, is to be Mr. F. Stephenson, Director of Education at Wallasey since 1933.

ONLOOKER.

CORRESPONDENCE

PROMISE—AND DIFFICULTIES—OF TECHNICAL EDUCATORS

I have read with interest the leading article in the July issue of *The Journal of Education*. It contains an excellent summary of the most important questions discussed at the recent Annual Conference of the Association of Teachers in Technical Institutions, and with your comments on those questions I am, for the most part, in full agreement.

Your references, however, to what you call "the dilemma in which technical teachers are placed" seem to me to call for some comment. Without denying the existence of such a dilemma, I submit that your remarks rather exaggerate its magnitude. You state, for example, that "to associations of teachers the problem (of bringing pressure to bear upon Governments) is complicated by the fact that all of them are avowedly non-political in constitution." It is only too easy for an association to shirk its responsibilities to the community by hiding behind that delightfully vague word "non-political," and the majority of associations would probably carry far more weight if they admitted quite frankly that nine-tenths of their activities are, and should be, political in the true sense of the word.

According to the dictionary definition, politics is "that part of ethics which relates to the regulation and government of a nation or state for the preservation of its safety, peace and prosperity." When an association presses a Government to raise the school-leaving age its action is usually regarded as non-political, whereas, in reality, that action is essentially "political." Any problem which concerns the welfare of the community is political and the "dividing line" referred to in the last paragraph of your article appears to me to be a purely imaginary one. As Prof. Levy pointed out in his brilliant address at the Annual Conference in question, it is high time that the problems of government were removed from the realms of party politics and regarded as essentially a social science.

Educationists in all parts of the world are nowadays adopting the same standpoint, and the stirring address of Dr. George Norlin, delivered recently to the Honours Convocation of the University of Colorado, illustrates this fact. Dr. Norlin quoted the ancient philosopher Lucretius as follows: "It is sweet to look upon the mighty contests of war arrayed along the plains without yourself sharing in the danger; it is sweet to hold the lofty and serene positions well fortified by the learning of the wise from which you may look down upon others and see them wandering all about and going astray in their search for the path of life . . . their striving night and day with surpassing effort to struggle up to the summit of power and be masters of the world." "I confess," added Dr. Norlin, "my inability to rise to such philosophical aloofness at a time when the very citadels of learning and wisdom are the least secure from the wild forces which seek to master the world."

As I see it, then, the dilemma in which technical teachers are placed, when they examine such problems as the world situation, is not "shall we, as a group of educationists, attempt to bring pressure to bear on Governments?" but rather "how, in Heaven's name, can we make that pressure effective?"

A. C. R. RITCHIE,
President
(*Association of Teachers in Technical Institutions*)

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PRIZE COMPETITIONS

The winner of the July Competition is " A. J. O." ; *proxime accessit* " Martin."

The second joint winner of the May Competition was Mr. F. G. Berthoud, 24 Bourg de Four, Geneva, Switzerland.

The winner of the June Competition was Mr. Cyril V. Merrett, but as he had been awarded a prize within the previous twelve months the award reverts to " Hesperus," who is asked to send name and address.

We classify the sixteen versions received as follows :

Class I.—A. J. O., Martin, Old Colwyn, J. E. M., Tula.

Class II.—Yendu, H. S. W., Escalator, Victor, Lolita, G. E. M., Borderer.

Class III.—Onyx, Neville, June, Numéro.

POEM BY RAMÓN DE CAMPOAMOR

En el cristal de un espejo
A los cuarenta me vi,
Y, hallándome feo y viejo,
De rabia el cristal rompí.

Del alma en la transparencia
Mi rostro entonces miré,
Y tal me vi en la conciencia
Que el corazón me rasgué.

Y es que, en perdiendo el mortal
La fe, juventud y amor,
¡ Se mira al espejo, y . . . mal !
¡ Se ve en el alma, y . . . peor !

TRANSLATED BY " A. J. O."

I saw my image in a glass
When I was forty years of age,
And, finding it both plain and old,
I broke the mirror in my rage.

On the clear surface of my soul
A steady gaze at once I bent,
And I in conscience such appeared
That, at the sight, my heart was rent.

And so it is, when once a man
Feels faith and youth and love depart,
'Tis bad to gaze upon a glass,
'Tis worse to see within the heart.

A. J. O.

Ramón de Campoamor, after whose identity two or three competitors ask with interest, was a post-Romantic poet (his dates are 1817–1901) most of whose work is of a realistic, unsentimental kind and who represents a reaction from the lyrical, picturesque and often highly coloured verse of Rivas, Espronceda and Zorrilla. G. E. M. will find a good edition of his selected works (he was very prolific) in the well-known and inexpensive *Clásicos Castellanos* series, published by *La Lectura* and obtainable, in normal times, through any " foreign " bookseller.

The poem set for translation illustrates the remarkable conciseness to which the Spanish language lends itself in the hands of a master. We are too apt to think of it merely as an instrument of eloquence, as a medium for word-painting on the grand scale. This, as Zorrilla, Valle-Inclán, Miró and many other writers have shown, it can be, but it is forceful as well as rich, and its abundance of rhymes makes possible in verse what in English can only be done in prose. Competitors who experimented with this poem soon found that to preserve its form intact was impossible : they could either expand the line and pad it, where necessary, with epithets, or they could keep the short line and sacrifice one of the two rhymes in each stanza. Those who refused to accept one of these alternatives came without exception to grief.

Which of the two is ideally preferable is a moot question ; but, if we judge by the results of this competition, we must on the whole decide in favour of the second. The prize version, that of " A. J. O.," which is printed above, is not perfect, but it preserves the spirit of the original, and with a little more polishing would probably have been *inmejorable*. " Old Colwyn," who may be taken as the best representative of those who chose the other alternative, is suggestive of one of the later Romantics, the very antithesis of Campoamor :

I peered at forty in a mirror's face,
Wishful to find out how my beauty wore ;
But Time of this had left me little trace ;
Angered I flung the crystal on the floor.

and spoils the final antithesis with a Browningesque rhyme :

. . . Are shrunken, shrivelled—melancholy topic !
But, sought for in the soul—they're microscopic !

This final antithesis was evidently, to many competitors, the most interesting part of the poem. Somehow the most obvious rendering of it scarcely sounded English : " Yendu's "

He looks into the glass, and . . . bad !
He gazes in his soul, and . . . worse.

" Tula," whose attempt to combine the short line and the double rhyme landed her in the enormity :

I looked when forty of age

was perhaps the most successful here :

'Tis bad when he looks in the glass !
And . . . worse when he peers in his soul !

" J. E. M's " attempt was also among the better ones :

The glass shows up an uglier face ;
The soul reveals an uglier still.

" H. S. W.," who was careful to reproduce the exact rhyme-scheme, was less happy with

He finds ill there—but worse the truth
His gaze into the soul reveals.

and, in order to preserve his rhymes, was forced into phrases like " Anger surged through all my being," of which Campoamor would have been quite incapable. " Escalator," in the second stanza, could only find " cold " as a rhyme for " soul." " Yendu," at the same point, had to change his metre—which would never do ! " Martin's " version ran smoothly but was marred by phrases like that of " H. S. W." just quoted.

" J. E. M." writes to second the proposal that we should try a Greek Competition, and adds a plea for a translation from English prose into Latin—a suggestion which might prove more popular, we fancy.

A Prize of Two Guineas is offered for the best translation of the following Latin prose passage :

ARS POETICA

Multos juvenes carmen decepit. Nam quisque versum pedibus instruxit sensumque teneriorem verborum ambitu

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intexuit, putavit se continuo in Heliconem venisse. Sic forensibus ministeriis exercitati frequenter ad carminis tranquillitatem tanquam ad portum feliciorem refugerunt, credentes facilius poema exstrui posse, quam controversiam sententiolis vibrantibus pictam.

Ceterum neque generosior spiritus vanitatem amat, neque concipere aut edere partum mens potest nisi ingenti flumine litterarum inundata. Refugiendum est ab omni verborum, ut ita dicam, vilitate et sumendae voces a plebe summotae, ut fiat "odi profanum volgus et arceo." Praeterea curandum est ne sententiae emineant extra corpus orationis expressae, sed intexto vestibus colore niteant. Homerus testis et lyrici Romanusque Vergilius et Horatii curiosa felicitas. Ceteri enim aut non viderunt viam qua iretur ad carmen, aut visam timuerunt calcare.

Ecce belli civilis ingens opus quisquis attigerit, nisi plenus litteris, sub onere labetur. Non enim res gestae versibus comprehendendae sunt, quod longe melius historici faciunt, sed per ambages deorumque ministeria et fabulosum sententiarum tormentum praecipitandus est liber spiritus, ut potius furentis animi vaticinatio appareat quam religiosae orationis sub testibus fides.

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more than ONCE *during a given year, though the name of the competitor gaining a first prize will be published each month.*

All entries for this month's competition, which must be accompanied by the coupon printed on page 545, *must reach the office by the first post on September* 1, 1938, *addressed* "PRIZE EDITOR," The Journal of Education, *Ludgate Broadway, E.C.* 4.

Prize Essay Competition

ENGLISH COMPOSITION

The Editors offer the following prizes for the best essays written in English by boys or girls attending secondary schools in Great Britain or Ireland. For Senior Candidates, 14 years of age and over, two prizes, a first and a second, in books to be chosen by the successful competitors to the value of £1 1s. and 15s. respectively: for Junior Candidates, under 14 years of age, two prizes, a first and a second, in books to the value of 15s. and 10s. respectively. Not more than three essays should be sent in from one department of a school (Junior and Senior), the selection at this stage being made by the form-masters or mistresses concerned. The final award will be made by the Editors, whose decision shall be final.

ESSAYS FOR THIS COMPETITION ARE DUE ON OCTOBER 6, 1938.

While hackneyed topics should be avoided, the essays may be on subjects of the candidates' own choosing, or on others suggested in the course of their English reading by their teachers. They may be written specially for this competition, or as exercises presented in the ordinary course of school work. The themes should be such as lend themselves to literary, as opposed to merely scientific or technical treatment.

Quarto paper (say, 11 in. by 9 in.) should be used, and the writing should be on one side of the paper only, with a 1-in. margin on the left hand. Clear, legible writing is essential, and there should be a reasonable space (say ½ in.) between the lines. The essays should not be longer than seven pages. They must be certified on the cover of the essay by the head of the school as being the *bona fide* original and unaided work of the candidates. The pages should be numbered and carefully fastened together.

Accurate grammar and spelling; clear and pointed statement; sound information; apt illustration; a reasonably wide vocabulary; logical development—are some of the qualities to be looked for in a good school essay. "Fine writing" should be avoided, but originality of thought, sentiment or expression would be regarded as a distinct merit.

On the outside cover of the essay should be written:

1. The Candidate's full name *in block letters;*
2. The Candidate's age *last* birthday. *This is essential;*
3. The name and address of the Candidate's school;
4. *The title of the essay;*
5. A declaration *signed by the head of the school*
   (*a*) Confirming the Candidate's age;
   (*b*) That the essay is the *bona fide unaided* and *uncorrected* work of the Candidate.

On the left-hand corner of the envelope containing the essay (or essays) should be written "Essay Competition," and it should be posted to:

MR. WILLIAM RICE,
The Journal of Education,
Ludgate Broadway,
London, E.C. 4.

Davies's.—This well-known tutorial college in Holland Park has decided to offer scholarships for secretarial training, one for girls under the age of 21, and another for women over 21. Bursaries will also be awarded on the same age basis. The course of training for secretarial students includes history, languages, public speaking and office routine and special lectures are given by distinguished visitors on national and local government.

* * *

The Careers Master.—The I.A.A.M. has just published (price 3d.) a pamphlet with the above title. Based on the experience of many masters, the pamphlet contains hints on the estimation of a pupil's ability for particular careers, where to get information about careers, vocational guidance and the placing of boys, and concludes with a short list of some useful books for the careers master. The pamphlet is the work of a special committee, who may be congratulated on a very useful bit of work.

* * *

Exhibition of Children's Drawings.—Arranged by the London County Council, and held at the County Hall, this Exhibition comprised 500 drawings, designs and paintings chosen from no less than 4,000 specimens submitted by about 500 schools of all types, from the infants' school to the secondary school. A special section was devoted to the work of teachers and training college students, and another gave examples of work in this class from public, preparatory and private schools. The teaching of art in the Council's schools has changed a great deal during recent years. Formerly, children were taught to copy from objects in the belief that art was largely a matter of getting a likeness. Now the methods of teaching have changed. Art is no longer regarded as an effort to imitate the appearance of the natural world, but rather as an effort to express the realization of its underlying harmony. Moreover, those who are concerned in the teaching of art have discovered that children have their own individual approach to it; and the modern method of teaching allows this individuality to develop. As a result, drawing has now become one of the most popular subjects in the school curriculum. A feature of the new method of teaching is that it can be applied by a non-specialist teacher, provided, of course, that the teacher has the right outlook.

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ON CHOOSING A CAREER

By A. GRAY JONES, M.A., B.Litt.

IT is a moot point how far the boys and girls of to-day can choose their careers. For many millions there is and can be no choice. Predestined by family circumstances, inadequate education and a modest share of talent and ability, they must fit somehow as cogs into the wage-system, knowing no real security of employment but a great deal of hardship and insecurity. Mass production and mechanization have robbed them of the creative joy of craftsmanship. The system of production for profit and not for use gives them no share in the wealth of the nation: they may literally never know what it is to be politically independent and economically secure. Moreover, influence and wealth count more than ever in the struggle for advancement and it is as true to-day as it was when Johnson wrote out of the depths of his own experience,

" Slow rises worth by poverty depressed."

The word " career " and all that it connotes applies, in fact, only to a small percentage of our nation. Only the more fortunate boys and girls in our secondary and public schools can choose what career to follow, instead of having the choice dictated for them by their environment and lack of means. The question then is how are they to know what careers are open to them and which they should choose. Are they to be guided to the right openings or should they be led to think out this problem for themselves? Indeed, it may happen that an embarrassing amount of information about careers will be offered them and ample guidance. But unless their own interest is aroused and they try to think out for themselves what career they would like to follow or are best fitted to follow, the information and guidance will not be of much use.

Information there must be: it should be accurate, easily ascertained and relevant. It is, for example, no help to a would-be surgeon to tell him that he can obtain information about medical courses from the registrars of various colleges without telling him what are the specialized branches of surgery, what particular qualifications of brain, temperament and eye are required in each and how best to set about obtaining the required diplomas or degrees. Nor will it do to tell a would-be librarian what openings there are in librarianship without explaining the broad distinctions between public, reference, and educational libraries, the need for university degrees in the higher branches, and the certainty of inadequate salaries in all but a few posts.

Psychological or other guidance may be most helpful. An individual test of general and specific abilities such as that devised by the National Institute of Industrial Psychology may often warn a would-be solicitor from entering the legal profession when he would do far better as a civil engineer. The experience of older people aware of the usual pitfalls may guide the beginner into the career that promises to be most suited to his qualities of mind and heart. And it must be admitted that as one ounce of practice may be often worth a ton of theory, so a short talk with a qualified, experienced, and successful professional man may be more helpful than the close study of half a dozen detailed books on the choice of careers.

Parents and teachers are increasingly aware of these truths and much useful work on these lines is being developed by careers masters and by government departments. The Ministry of Labour has, for example, brought out in conjunction with the Associations of Headmasters and Headmistresses a useful, if academic, series of pamphlets entitled " The Choice of Careers " series. And publishers have found of late and especially since the economic crisis of 1929–31 that a good book on careers is a best-seller.

Thus *Careers for our Daughters*,[1] by Miss D. W. Hughes, gives a concise and readable summary of the careers open to girls. Every conceivable type of career seems to be mentioned from accountancy to broadcasting. We have closely tested the section on the teaching profession and it has proved to be accurate and sensible. This is a book that should be in the library of every girls' school.

The careers master at Harrow School, Dr. E. A. Laborde, gives some sane and intelligible advice to parents and their boys on *Choosing a Career*[2]. The needs of the employer and the qualities of character required for success in a given career are described and concise information about the main groups of careers is provided: this again is a book to be at once placed in the careers section of the school library.

The Road to Success,[3] a symposium on Careers for Women, edited by Mrs. M. I. Cole, will be useful for sixth formers and university women rather than for the rank and file. How to succeed in anything from beauty culture to political work is the theme of twenty contributors: we particularly like the frank and helpful essays of Miss Storm Jameson and Mrs. Cole.

Choosing Your Life Work[4] is an American volume that can be of little use on this side of the Atlantic, so different are the conditions here. The Personal Analysis, a series of chapters on how to choose a vocation, seems to be beyond the capacity of a normal boy or girl, but will be of considerable help to adults. Comprehensive information is also given about a multitude of possible American careers.

[1] **Careers for our Daughters.** By D. W. HUGHES. (3s. 6d. net. Black.)

[2] **Choosing a Career.** By Dr. E. D. LABORDE. Cheap Edition. (3s. 6d. net. Heinemann.)

[3] **The Road to Success: Twenty Essays on the Choice of a Career for Women.** Edited by MARGARET I. COLE. (7s. 6d. net. Methuen.)

[4] **Choosing your Life Work.** By Dr. W. ROSENGARTEN. (12s. 6d. McGraw-Hill Publishing Co.)

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ALTERNATIVE HANDWORK OR ELEMENTARY ENGINEERING COURSE IN A SECONDARY SCHOOL

By H. W. EDWARDS, D.S.O., M.C., M.A., Head Master, Heckmondwike Grammar School

ADDRESSING the annual general meeting of the Association of Education Committees at Bournemouth recently, Mr. Kenneth Lindsay, Parliamentary Secretary to the Board of Education, dealing with secondary schools, said, " Forty-six per cent of secondary school leavers enter professional or commercial jobs, and no less than 20 per cent go into industrial or manual occupations."

He then proceeded to ask, " Are the schools equipped to deal with all three types whom they produce—university student, professional and commercial man, industrial or manual workers? " He said, " Better entrance tests and more flexible leaving examinations would seem to be in the right direction, but the trouble is deeper, and underneath is found the old struggle between tradition and freedom."

Mr. Lindsay touched on one point here among others which has considerably exercised the minds of those interested in secondary education since the War. Some, thinking perhaps only in terms of cities and large centres of population, have visualized the segregation at 10 or 11 plus of the three classes Mr. Lindsay mentions : the future university student and professional man into the grammar school ; the future commercial man into the junior commercial college ; and the future industrial and manual worker into the junior technical or Hadow senior school. Others, like the writer, whose experience has been related to urban districts, have been equally concerned to maintain an open path and steadily flowing stream of the best brains from the elementary schools into the secondary schools, but have also realized the need for a steady flow of some of the best products of the secondary schools back into industry.

Rather than attempt the segregation at the early age of 10 or 11 plus of the nation's future workers into three watertight groups they prefer a choice of alternative courses within the secondary school at the age of 14 plus. There are in this country to-day, I think, a greater number than is realized of such secondary schools which, with the encouragement of enlightened local education Authorities, have been developing successfully along multiple bias lines. In so far as their experience may be of interest in meeting and solving the general problem referred to by Mr. Lindsay, I am attempting to outline in this article what has been effected in one of these schools.

* * *

THIS is an almost purely industrial area in the heavy woollen district of Yorkshire, where the main population is engaged in spinning, weaving or engineering. The Grammar School is a mixed one of some 450 pupils, with well-established advanced courses in mathematics and science, and in modern studies : it has good foundation leaving scholarships, wins a fair number of county major and university scholarships and has a sound reputation at the universities. Art, law, medicine, engineering, textiles, the Church, an odd one or two to Sandhurst, along with teaching, have absorbed its university candidates over the last forty years, and some of these have added considerable distinction to their professions : the school can, therefore, safely claim to be a good secondary school. The six or eight or ten, however, who proceed to a university course are only a small proportion of the ninety or so leavers every year, and it is the problem of the great majority with which this article is mainly concerned.

Some years ago a chance remark at a meeting of the local Chamber of Commerce set me thinking : the speaker complained that the head masters of secondary schools " collared " all the best boys for their sixth form and the university, with the result that all the best brains were lost to local industry. Analysis of the situation in the area led to the conclusion that he was mainly right in his contention. Since the 1902 Balfour Act, the elementary schools have been creamed of their brainiest product, who, by scholarship or otherwise, have passed on to the secondary school : the best of these pass on to the sixth form and into the professions, either direct or *via* the university, and only a very few of them ultimately enter industry and commerce, and then only through the higher branches as technicians. At the same time, the great majority of the secondary school boys who leave at 16 to enter industry or commerce, do so as black-coated workers, and not on the production side.

In so far as little or no part of this creamed elementary school product has entered industry on the works side, so far has this system worked to the detriment of industry generally, in that foremen and managers have since 1902 had to be chosen from outside the most intelligent of the product of our educational system. For the general welfare of British industry, foremen and managers are required who have intelligent technique as well as manipulative skill.

Foremen and managers, as well as new entrants to the manufacturing and commercial class, should normally be recruited from the most intelligent group who have had advantages of a good secondary education to broaden their knowledge, to train and develop their intelligence, to develop their physique ; they should also have had the opportunities offered by the manifold out-of-school activities of a good secondary school to give them confidence and poise.

Their course must be one that admits them to the School Certificate Examination and, at the same time, introduces them sufficiently to tools, machines, construction and design, to allow them to commence work at 16 plus in the mill or engineering shop, and quickly to reach and pass ahead of the ex-elementary boy, who at 16 has had two years at the bench. There must be at the same time such a grouping of the school curriculum

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as will inculcate a feeling of the dignity and usefulness of the craftsman's skill as well as the more academic type of knowledge.

The basis of the handicraft course here is, therefore, a double period of workshop practice for every boy from entry into the school up to at least the fourth form, so that the ordinary boy gets three years' woodwork and one year's metal work before he specializes. When he does the latter, he takes four extra periods metalwork, with one period for geometrical drawing, in the fourth form, and four periods woodwork in the fifth form.

Throughout the school all boys take two periods in art each week, and all handicraft candidates take a full course in science, and offer physics with chemistry in their School Certificate Examination.

In the sixth form there are generally three or four boys preparing for technical engineering, P.O. engineering or handicraft teaching, who are continuing with handicraft, machine construction and drawing, pure and applied mathematics and physics, up to Higher School Certificate subsidiary standard at least.

Such a course leads naturally also, as has been shown by experience, to full time studies in post-School Certificate courses at a technical college.

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Form III.—Woodwork 2 periods.
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Specialists:

Form IV in addition, take four extra periods Metalwork and one period Geometrical Drawing.
Form V in addition, take four periods Woodwork.

The full Form IV time-table for handicraft students is:

English	3	French	4	Handicraft	6
History	2	Maths.	6	Art Drawing	3
Geography	2	Physics/Chemistry	6	P.T. and Games	3

Form V time-table for handicraft specialists is:

English	5	French	6	Handicraft	4
Geography	3	Maths.	6	Art	2
		Physics/Chemistry	6	P.T. and Games	3

Our handicraft room is a combined wood and metal workshop, equipped with separately motor-driven machines, including three modern screw-cutting lathes, drilling machine, combined buffing and emery wheel, two blacksmith's forges, brazing pan, soldering outfit. There are also, of course, ordinary benches fitted for the usual vice and bench work, together with a full equipment of woodworking tools.

Finally, there never has been any difficulty in finding jobs for these handicraft specialists, as engineering apprentices, draughtsmen, fitters or turners, in training for responsible positions; indeed, more than one firm in the district definitely asks for boys of this type. One firm has taken from four to six of these boys a year, paying them 21s. to 24s. to start with; assisting them to continue their education at technical schools, and giving them such a training in the works as will fit them later on for a foreman's or a traveller's job.

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LONDON: MR. WILLIAM RICE, LUDGATE BROADWAY, E.C. 4

The Board's Report for 1937

Once again the Annual Report of the Board of Education has appeared,* to place on record some of the chief developments in education during 1937. Included with it are statistics for 1936–37, and it need scarcely be said that an analysis of these statistics and a study of the problems they disclose would of itself be sufficient to occupy a bulky volume.

As is customary, the introduction to the Report specifies briefly some of the outstanding features of the year 1937—such as the widespread interest in physical education, the continued reorganization of the primary schools, and the preliminary steps that have been taken in order to facilitate the execution of the provisions for voluntary schools under the 1936 Act. The first-named of these receives conspicuous attention and the whole of the first chapter of the Report is devoted to it.

The marked prominence given to physical education can be observed by a consideration of the sub-headings in Chapter I, which deals lucidly with sub-matters as the appointment of organizers, the facilities for physical training and games, the place of physical education in the curriculum, the training for teachers, and the Government's scheme for recreation and physical training.

The progress made in these directions is emphasized by the statistics. At the beginning of 1936, for example, only 124 out of 316 local education authorities had appointed organizers of physical education. By the end of 1937, this number had risen from 124 to 232. Moreover, steps had been taken to increase the facilities for

* **Education in 1937.** Cmd. 5776. H.M.S.O. 3s. 6d. net.

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training teachers. Advanced courses in physical education were instituted in twenty-five training colleges: short courses had been inaugurated as well as third-year courses for teachers who had already obtained their certificates.

Further, it is gratifying to note that during 1937 the area of land acquired for playing fields for children at elementary schools increased by about 2,600 acres, and that altogether since 1936 some 4,700 acres have been acquired for this purpose. Equally satisfying is the growth of school camps or holiday camps for school children, of whom 93,000 went to these camps during 1937. No effort or expense should be spared to develop this movement. The children of Oxford are fortunate in being able to spend some period or other in the green fields of Wytham, and it is to be hoped that the day will soon come when the children of, say, Manchester, Sunderland, or Bermondsey will periodically enjoy some of their lessons in country air.

So far as secondary schools are concerned, it is true to say that there is a limit to the time that may be spent on physical education. The Report properly emphasizes that lack of time is a serious factor and it is also suggested that lack of enthusiasm is another. With a full curriculum of thirty-five periods a week it is difficult to curtail specialist studies in order to allow the minimum time of one-seventh for physical education. Examinations, it is hinted, are to blame. And it is certainly true that when parents want their children to pass examinations qualifying for admission to some career or other, teachers can scarcely be blamed for putting physical education in the background in the case of senior pupils. Probably the remedy will be found in a widespread relaxation of the group system and a concentration on fewer subjects for examination purposes. The time thus saved might well be devoted toward keeping fit and healthy the *corpus sanum*, which is the best guardian of the *mens sana*.

Two points of importance may be noted in other parts of this clear and comprehensive Report. The first of these is the decline in the school population. Between March, 1936, and March, 1937, the fall in the number of children on the registers of the primary schools was no less than 127,000. This fall (from 5,250,843 to 5,123,490) represents a decrease of 2·4 per cent, a substantial enough figure in the circumstances. This decline has been proceeding for some years: in 1927 there were 5,681,718 on the registers; thus over ten years there has been a decline of 10 per cent.

The Report expresses satisfaction that there has been "a further marked decrease in the number of over-large classes." This satisfaction is based on illusory grounds, for the statistics reveal that in the year under review, at a time when the school population fell so considerably, no less than 2,646 classes were still to be found with more than fifty pupils on the rolls. There were even thirty with no less than sixty pupils. These figures can only be described as scandalous. That the Board should permit any class to include as many as fifty pupils is in itself a deplorable fact, but that drastic regulations have not yet stopped the existence of classes of sixty is a proof of the ignorance in responsible quarters of what a class of sixty pupils really implies. We may expect that the next Annual Report will indicate a further marked decline in the number of pupils in our schools. But if it does not simultaneously record the complete disappearance of the classes of sixty, and the extreme rarity of classes of fifty, it will only be possible to conclude that nothing but strong pressure from public opinion will end this evil.

The second point that deserves attention is the award of scholarships. Recent correspondence in *The Times* has revealed the existence of some confusion as to the width of the ladder from the elementary school to the university. The number of State scholarships awarded is now in process of being increased from 300 to 360 annually. During 1936–37 there were 672 men and 374 women at the universities who held State scholarships. Out of 293 State scholarships in 1937 no less than 119 obtained first-class honours. There is general agreement that the system of State scholarships has thoroughly justified its existence and has gone some way toward relieving the disabilities from which the child of poor parents must inevitably suffer. Considering that there are over 5,000,000 children in the elementary schools and that these constitute over 90 per cent of the available school population (the remainder being educated in private or preparatory schools) it is significant that only 49 per cent of the university population of 49,600 students came from the elementary schools, while at Oxford and Cambridge the percentages are 22 per cent and 23 per cent respectively. Of the entrance scholarships awarded at Oxford and Cambridge, public schools obtain 6 per 1,000 boys while other secondary schools obtain 0·6 per 1,000; superior opportunities in tuition and equipment are responsible for the differences in these results.

There is no evidence of superior ability to justify this discrepancy. When all allowance for incomplete figures has been made it is only too clear that opportunity is not meted out fairly to ability. The recent extension of the State scholarship awards to include non-grant earning public schools has weighted the scales still further in the wrong direction. The report of the Board for 1938 might well indicate whether this vital question of relating ability to opportunity is being seriously considered and what measures are being taken to lessen an admitted evil.

Local Government Officers.—The Departmental Committee on the Qualifications, Recruitment, Training and Promotion of Local Government Officers, of which the late Sir Henry Hadow was Chairman, recommended that one of the principal needs of the Local Government Service was a standing advisory body to deal with questions affecting the staff of local authorities. A Committee of representatives of associations of local authorities, the Standing Joint Committee of Metropolitan Boroughs, and the London County Council, has been set up, with Lord Phillimore as Chairman, to perform these functions. The Committee is now engaged in an investigation of the subject of recruitment, and has recently issued a *questionnaire* to local authorities with the object of obtaining information on the existing practice of authorities in recruiting new entrants into certain grades of the Local Government Service.

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OCCASIONAL NOTES

TWO conferences of representatives of the Board of Education, the local education authorities and the teaching profession, have been held during July on the question of the changes in the dates of the School Certificate Examinations which are necessary in order that they may not interfere with the staggering of industrial holidays. The second conference found itself largely engaged in reconsidering the opinions expressed at the first, when a period towards the end of the autumn term was recommended as the best time for the examinations. It appears that the difficulties which the university examining bodies would experience in conducting the Higher Certificate Examination in November had not been given sufficient weight at the earlier conference. These difficulties, and the doubt of the extent to which industrial holidays with pay will really affect attendance at secondary schools, caused the conference to recommend that the examining bodies should be asked to arrange for the School Certificate Examinations (First and Higher) to begin in the first week of June and to be completed before the middle of the month. This is intended as an interim measure while some experience is gained. The London University examinations already take place in early June, but no other examining body starts before July. Hence if this proposal is carried out, a month will be gained in most areas, and for the last six weeks of the summer term it will be possible to grant to pupils leave of absence from school when their parents' holidays make this necessary. The difficulties inherent in any more drastic change grow with consideration. If the interim plan now recommended should prove sufficient, much dislocation will have been saved.

Examinations in Early June.

THE London County Council's proposals dealing with Air Raid Precautions in Schools have occasioned much discussion among teachers' associations. It will be remembered that the L.C.C. favoured the immediate closing of the schools and the evacuation of the children as a part of the civil population. The schools were to be closed at the beginning of what is called the intensive phase, and to be re-opened as soon as possible when the attendance of the children was to be resumed on a voluntary basis. The London Branch of the Association of Assistant Masters considers that the scheme of evacuation for the children should be separate from that for the remainder of the civil population, and that each school should be treated as a unit, complete with staff, in order that the education of the children should suffer the minimum amount of interruption. The local education authority would be under no obligation to provide education in the evacuated areas although the transfer of the children would be conditional upon parents' consent. Many will feel that there is much to be said in favour of maintaining and using the corporate spirit of a school if ever such unhappy conditions as are envisaged arise, and probably most parents would prefer to feel that their children were having special consideration. We understand that the Home Office has set up a committee under the chairmanship of Sir John Anderson to consider the possibility and desirability of such a scheme.

A.R.P. and Schools.

MR. KENNETH LINDSAY, speaking at Middlesbrough, took occasion to refer to certain remarks on secondary education that had appeared in the *Manchester Guardian* and the *New Statesman* expressing some uneasiness regarding likely developments. Mr. Lindsay said that if by calling all post-primary education "secondary" we could solve our problems he would applaud such a step. There was a variety of need and a variety of ability between the ages of 11 and 15, at which age the overwhelming majority must leave school. What did they want? They wanted a firm grounding in general education, especially in English; they wanted an introduction to living science, including domestic science for girls; and they wanted sound physical education with a gymnasium and a grass playing field. All these were to be found in a modern senior school. There were many things, however, which Mr. Lindsay did not say. Those who are watching events want to know whether coming developments will or will not further the ideal of secondary education, differing in type but of equal status, for all normal children between the ages of 11 and 16—for 15 is a compromise accepted only for the time being. It is here that the test will be applied.

Mr. Lindsay and Post-primary Education.

THE income-tax concession granted by the Chancellor of the Exchequer to parents of children undergoing trade or professional training will be generally welcomed. Mr. Tinker moved a new clause to the Finance Bill whose object was to secure a reduction for such parents similar to that allowed in the case of children attending a place of higher education. Why, he asked, should university training bring relief and not training for a trade or profession? The Chancellor, while sympathetic, could not accept Mr. Tinker's clause, but promised consideration of the matter. Since then he has himself introduced a clause which amounts to the same thing. As Mr. Chuter Ede remarked, one good reason for making the concession is that parents who allow their children to leave school for well-paid but blind-alley jobs will be encouraged to put them into full training for a career that offers better and continuous prospects. The cost, which will it is understood be £100,000 in a full year, is a small price to pay for these advantages.

A Tax Concession.

THE serious efforts being made to secure agreement as to what sort of exemptions shall be allowed when the school age is raised were exemplified in a recent conference of Yorkshire local education authorities. In

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considering what was not beneficial employment, it was agreed that the following occupations, among others, were certainly not beneficial: billiard marker, selling programmes, shifting scenery, collecting refuse, work on a race-course, work underground, hawking vegetables, &c., on the highway, hairdresser's assistant (unless employment approximates to apprenticeship), attendant at boxing or wrestling exhibitions, work in the manufacture of flour, work in connexion with the sale of liquor, work in any slaughter-house, and any employment which is systematically intermittent. It was also considered that the employer should guarantee regular employment for at least a year, subject to satisfactory service; that regard should be paid to the school medical officer's report; and that there should be no work before 8 a.m. or after 6 p.m., except in agriculture. No overtime should be worked under 15 years except in domestic service or agriculture. Recommendations such as these should command general assent and promote uniformity of administration.

Agreement on Exemptions.

SIR PERCIVAL SHARP, writing in *Education*, makes some pungent remarks about the refusal of the Treasury to allow expenditure incurred on equipping children for physical training to rank for 50 per cent grant instead of 20 per cent. Strong representations were made to the Board of Education on this point by representatives of the local authorities, and the Board eventually went so far as to ask the Treasury to approve such a course. This, however, was refused. "It is difficult," says Sir Percival, "to find justification for this decision. All other expenditure on the provision and equipment of facilities for physical education ranks for grant at the rate of 50 per cent. It is only when we come to the personal necessities of the child that the grant shrinks to 20 per cent, and in this connexion it is to be remembered that this expenditure of local authorities is a new expenditure undertaken on the recommendation and advice of the Board of Education, surely as a step in the general march of the country toward physical fitness. . . . This decision is just one more of the administrative foolishnesses perpetrated without any attempt at justification which makes people angry and perhaps a little scornful of the Treasury mind." It is difficult to conceive of an adequate answer to this indictment.

The 20 per cent Grant.

MUCH of the scientific work conducted in the Czechoslovak universities is modelled upon British practice, and indeed to enter certain university institutes conveys the impression of being in British laboratories or lecture rooms. It is therefore worthy of note that at a time of political tension in Central Europe the Czechoslovak educational authorities are not deviating from their comprehensive programme. This includes a scheme for a new Prague English Grammar School to accommodate 450–500 pupils, which is proceeding according to plan. A suitable site has been found and a building to cost about £100,000 will be erected in the near future. A grammar school in which English is the language of instruction has been in existence in Prague for some years and closely follows the curricula of parallel schools in England. The *Maturita*, or school-leaving certificate, which also admits to the universities, is awarded on examination results, the standard being rather higher than our Matriculation. Considerable importance is attached to the teaching of natural science, for the school is intended to prepare students, for, among other things, university careers, like other Czechoslovak secondary schools. With the new buildings and modern equipment the importance of this school will increase still further. The gesture to English culture is a matter for gratification and is much appreciated by educationists in touch with Czechoslovakia. It may be hoped that the generous action of the Czechoslovak Ministry of Education in allocating funds for the school will be followed by some support from British sources for this centre of English secondary education in Central Europe.

The English Grammar School at Prague.

THE recently published report by the Educational Commissioner with the Government of India (*Education in India in* 1935-36, Delhi, Manager of Publications, 1938. 143 pages, price Rs. 1.14 or 3s. 3d.) is a depressing document. In all spheres—primary, secondary and university—the administration appears to suffer from infirmity or misdirection of purpose and inefficiency of means. About 73 per cent of the money spent on primary education may be regarded, says the Commissioner, as sheer waste, for only about 27 per cent of the pupils, by completing a four-year course, become "literate." The vernacular middle school which has been described as "the keystone of the arch of educational reform" and "the prop and stay of rural development" is unpopular and not holding its own: "The villager who sends his child to school is more anxious to segregate him from farm work than to employ him in his hereditary profession." It does not appear that anything has been done to give effect to the advice of the Central Advisory Board of Education and other authoritative bodies to readjust radically the present system of education so as "not only to prepare pupils for professional and university courses." As for the universities, the Commissioner writes: "Misguided and extravagant competition between eighteen universities . . . continues. The universities tend to become lifeless replicas of each other." There are now more than three times as many universities as there were before the Great War. A perusal of the report leads one to wonder whether the resources used to maintain the staffs of the new univesrities might not have been employed to greater advantage in reforming the primary and secondary schools.

Education in India.

SPEECH training experts tell us that our enunciation is growing worse, and in an interview given to a representative of *The Observer*, Mr. H. St. John Rumsey, Speech Therapist at Guy's Hospital, says that 21 per cent of his work consists of cases of backward speakers. His work is to correct voice defects, whether due to

Bad Speech.

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stammer or to a cleft palate—to teach the patient to speak properly after the surgeon has corrected any malformation, and he estimates that a quarter of his time is spent in teaching what could be done in school. "Mothers who talk badly themselves frequently bring children of 10 or 12 years of age to me because they cannot get them to make themselves understood. They simply won't pronounce. This ought to be corrected in school, not in a speech clinic, and to expect me to do in ten minutes what the school cannot do in a week is not complimentary to the school staff." Dramatic work is not a solution though it does provide a valuable way of improving speech. But too often the child reverts to a lower standard for ordinary conversation. To give proper grounding you must have one or more members of every staff who have taken a comprehensive course of speech training. We think that this might do something to improve matters, but must add that improvement in speech is in any case a slow business—doubly so when school efforts are not supported by home influence.

A Year of London Education.

THE report of the London County Council on its educational activities during the year which ended March 31, 1937, has just been published.* Much of it is naturally of a routine character, varied, however, by the passing of the Education Act, 1936. For though the Act does not come into force until September, 1939, the preliminary work involved has been begun. But the most interesting parts of the report are the special reviews by inspectors and by the organizer of education library services. First among these comes a review of "Children's Drawings and Designs," intended to show the changes in the teaching of drawing in recent years, and well illustrated by copies of drawings by young children. Then comes a review of "Playing Fields with Class-room Accommodation," also illustrated with interesting photographs of children at the playing fields. Other specially noteworthy items are experiments to evaluate the use of films in elementary education, secondary school camps in term time to enable schools to develop part of their work under country conditions, and a scheme for recreation in playgrounds for children in crowded districts. The report includes a number of instructive photographs in addition to those noted above.

Juvenile Organizations Committees.

THE National Fitness Council for England and Wales has issued a memorandum urging the formation of local juvenile organizations committees. From an appendix to this memorandum it appears that though 110 of these committees have already been set up, there are large areas in the country where none exist. In fact London—Middlesex and Lancashire—Cheshire account for 50 of the 110. The object of these committees is to co-ordinate and extend the work of the local education authorities and of voluntary organizations in all that helps to promote the welfare of children and young people—not only their physical welfare. The memorandum rightly points out that lack of money is the greatest difficulty of voluntary organizations and hopes that L.E.A.s, by the use of Section 86 of the 1921 Education Act, will be ready to help in this way without attaching such conditions to their help as would curtail reasonable freedom of action. Experience shows that such financial help can be given without destroying voluntary effort and that a good juvenile organizations committee is a most useful means to this end. Such a committee including representatives of L.E.A.s and of various local organizations already working in the field should include among its chief objects the stimulation of public interest which is undoubtedly lacking at present in most areas.

* L.C.C. Annual Report, Vol. V, Education. (1s. net, P. S. King).

South Kensington.

THE Thirtieth Annual Report of the Imperial College of Science and Technology shows an expenditure of £231,246 17s. 6d. for the year 1936–37. This is a good index of the magnitude of the work of the College. An important announcement is made in relation to the South Kensington site. The Report states that the underlying principles in any reconstruction are that the area north of the Imperial Institute Road should be devoted in future to educational work and that museums should be concentrated on the south side of the road; and Mr. Hubert Worthington, the architect, is being consulted to see whether the College buildings can be re-designed so as to fit in with the tentative schemes that have so far been put forward. South Kensington is a bad example of town planning, a science almost unrecognized when the museums and colleges and the Imperial Institute were given sites more or less at random. We hope it is not too late to work out a more satisfactory plan. The great popularity and increasing usefulness of the Science Museum is no doubt one of the factors contributing to the proposed reorganization. If the old and new buildings of the Royal College of Science are abandoned, the compensation will have to be substantial.

University of Paris.

THE Times Educational Supplement has given an interesting account of the Franco-British College in the *Cité Universitaire* of Paris. Of set purpose, two-thirds of the population of the College are French. Living costs a student much less than £2 a week. The men's wing has eighty students and the women's *two* wings—is this significant?—has 140 students, the sexes sharing lounge, music room, library, newspaper room and breakfast rooms. The modern note in equipment and method is dominant. There is a clinic for the Cité with resident doctors; and medical examination is a prerequisite for the privileges of International House, Mr. J. D. Rockefeller's gift to the University of Paris, an institution on a grand scale. Of the 36,000 students of the University of Paris, 8,000 are foreign students. Paris is living up to its medieval tradition as the world beacon of students. These excellent social and residential facilities for British students now offered by the University of Paris cannot be too widely known.

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AN interesting correspondence on "Distrust of the word Science" has been running in *The Times*. The phenomenon was to be observed in schools and universities until comparatively recent times. The gravamen against men of science was that they were arrogant. But the laws of science are not immutable. Einstein and Bohr have disturbed even Newton's powerful conceptions. Therefore a too confident pose is not natural in these days to the man of science. His confidence is rather in the value of science. The mistrust of science in our schools and universities has largely disappeared through increasing recognition that neglect of science is almost criminal. At Oxford the saying is "Rather kill a man than a promising piece of research." Science is somewhat brutal in its demands for the "scrapping" of inefficient systems, in its protests against waste in all its forms. But our schools and universities have not much to fear in this respect—on the contrary. Through the wonders that science has revealed, religion has gained rather than lost. That the applications of science are both good and bad for the human race must be admitted. It rests with mankind to make use of the good applications.

Mistrust of Science.

WHATEVER may have been the financial effects of the Disestablishment of the Welsh Church by the Act of 1914 on that Church, there can be no doubt that, since the War, the Church has been knit together and shown increased vigour to a remarkable degree. The Act of 1914 provided that tithes and income accruing from certain other ancient sources should, in part, be used for the benefit of Welsh local education authorities, the Welsh University and the Welsh National Library. For some reason the Welsh National Museum was not included. The money has to be used, in particular, for the benefit of poor scholars—in the case of local education authorities for any "charitable or eleemosynary purpose of local or general utility, including the aiding of poor scholars." For some reason, possibly because of difficulties in interpreting the Act and in deciding how to apply the money in the face of many local claims, Welsh education authorities have done very little to operate its provisions. Interest in the matter is now revived by the introduction, in the House of Lords, by the President of the Board of Education, of a Bill designed to include University College, Swansea—which had not been established in 1914—amongst the beneficiaries. The Bill is, apparently, regarded as non-contentious but there is a movement afoot to include also the Church Theological College at Lampeter within the benefits of the new Bill. The future of this College is now very much under discussion, as its Principal, who has been there for many years, is about to retire. If the University and the local education authorities get together, in a "non-parochial" spirit, it would appear that the time has arrived when decisions of great importance for the well-being of Welsh education—using the term in a wide and generous sense—may be made.

The Welsh Church and the Welsh University.

THE development of Coleg Harlech typifies the rapid development, both in diversity and in extent of influence, of adult education in Wales. At its foundation, the College provided tuition and supervision in only those subjects which normally formed the core of adult education provision in those days, but now the College staff not only has tutors in history, economics and language but also in philosophy, psychology, arts and crafts, history of science and physical training and music. It is significant that a proposal is being put forward that the memory of a late member of the College Council—a "working man" who had risen to a position of great influence in adult education in Wales—should be perpetuated by the foundation of a studentship for persons who have completed a course of study at a residential college for adult education, who have attended at least one university tutorial class for the full three years' course, and who have given proof of their active association with one or more of the following activities: Adult education, trade unionism, politics, Sunday schools, or who have been elected members of a local education authority. These activities express admirably some of the main aims of the College which sets out not to take the tin-plate worker from the mill and the miner from the mine, but to provide the tin-plater and the miner with the means of attaining a life culturally enriched and of exercising informed and balanced leadership. It will be a good day for Wales when its leaders are the best products not only of the Welsh Intermediate Education Act but also of Welsh Adult Education.

Adult Education in Wales—Coleg Harlech:

THE new Annual Report of Coleg Harlech sets out an amazing and inspiring record of aims, activities and achievement. Two points are of very special interest. The first is the tendency for tutors, themselves the products of adult education classes, who have taken classes for years, to want to come to the College for residential courses, varying from a term to a year, in order to have quiet opportunity for reading, consideration and discussion about the many problems which have been raised in the discussion period in their classes. This tendency is indicative not only of the increasing place taken by former students of these classes amongst the tutors but also of the rising standard of discussion in the classes. The College is considering, jointly with the Federation of Welsh Education Committees, how best to further the study of local government. This investigation, and its probable results, represents something which may well result in the bridging of a gap in local government which has exposed democratic government to much criticism in recent years. The old "governing class"—the production of tradition, wealth and cultured leisure—has almost passed away in Wales. Its place, and its influence, have been taken by direct representatives of the "working class" who, in gaining experience and building up a tradition, have made mistakes in the handling of problems and the maintenance of that dignity which has long been

Adult Education and Local Government.

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associated with local government of the highest standard. It may be possible to elaborate a training and an education for local government which will not only sift out leaders, and quicken interest amongst the electors, but will restore to local government something of the lustre and dignity which it has unquestionably lost.

Education and Moral Standards:

THE conviction, in a Court of Law, of a member of the Monmouthshire County Council for receiving payment of an account for travelling expenses which had not been incurred raises the interesting question of how far industrial, commercial and official life enables young people who leave the supervision and inspiration of our educational system to maintain the ideals and the standards of conduct and morality which were nurtured in them at school. Is the standard of morality as high in business as it was? Is the curriculum of the modern school so overcrowded that there is no room for higher ideals, good morals and good manners? Is democratic government failing to maintain a high level of probity? Should not industry and education, accustomed nowadays to come together in conference on so many important tangible things, confer on some more important intangible things? These are some of the questions which are being asked, and asked anxiously, by people who see more in education than curricula and examination results, and more in duty than rationalization and mechanization.

And the Social and Industrial Systems.

MUCH play has been made with statistics issuing from Juvenile Courts and the Children and Young Persons Acts, but the point is too often overlooked that many of these juvenile "crimes" would, only a few years ago, have been dealt with by "the boot of the village constable." Careful investigation would reveal that the fault does not lie so much in the schools where, on the whole, more emphasis is laid on character-building than on the assimilation of masses of information, but in the social and industrial systems. In the social system, increasing leisure finds facile and fervid means for running itself out; in the industrial system mechanization is in danger of crushing out the last poor remnants of craft, imagination, personal relationships between employer and employed. Should the schools inculcate one standard of morality for social relationships and leisure, and another standard for business?

Beware December 31, 1940!

ON December 31, 1940, the offer, by the Board of Education, of a grant of 50 per cent on expenditure on new school buildings will lapse. One wonders how far the Welsh Education Authorities, except for those in industrial areas, will have got with Reorganization by that date. In some of the Welsh Counties the penny rate produces no more than £600. A small senior school for about 160 children—the smallest really workable unit when the school age is raised—at the normal "all-in" cost of £80 a place. will cost such an area about two-thirds of a penny rate, assuming grant of 50 per cent. Assume at least ten such schools—and it is a modest assumption—in a County area and you arrive at an increased elementary education rate of fivepence in the pound for the building of the schools alone. Take into account long distances and consequent high transport costs, the new need for adequate nutrition and, therefore, proper midday meals at these new schools, better quality of staffing, better equipment and the needs of physical training and the result must be an increase in the education rate, already extremely high in most Welsh counties, which is certain to increase resentment against the education and social services. The extent to which some of the authorities will be ready for the raising of the school-leaving age has not yet been revealed officially but it is certain to be small. The absence of adequate facilities for the education of these senior children will provide additional excuse for the easy operation of exemption clauses in favour of industry and against the interests of the child, and popular feeling for the raising of the school age will, in effect, receive a setback from which it will not easily recover. The position will be still worse when the rate of grant for buildings is reduced to the old figure of 20 per cent.

The Gregory Tercentenary.

THE University of St. Andrews has celebrated the three hundredth anniversary of the birth of James Gregory, one of its most famous professors, the friend of Sir Isaac Newton, and the inventor of the reflecting telescope. The celebrations included a special graduation ceremony and a mathematical colloquium extending over a fortnight, at which a group of world-famous mathematicians delivered papers. The graduation was held in the upper hall of the University Library, the room in which Prof. Gregory carried out his investigations. Prof. Turnbull, in delivering the memorial oration, said that since the days of Ancient Greece no parallel to the brilliancy of the half-century covered by the work of Newton and Gregory could be found. Gregory's astronomical clock still stands in the hall and the meridian line he marked out on the floor is still shown. Prof. Turnbull pointed out that while Barrow and Newton had discovered the differential calculus, there was ample evidence to show that Prof. Gregory had made the same discovery working independently. The Professor, in referring to the distinguished mathematicians from many countries on whom honorary degrees had been conferred, said that within that room where Gregory had worked so long they welcomed that day his mathematical descendants, from the Cambridge of Newton, the Paris of Cassini, the Germany of Leibnitz and the Flanders of Huygens.

The Examination Evil.

A RECENT proposal to take the cleverer boys from the Council schools and place them under "masters of the calibre of university teachers" in order that they might win their fair share of college scholarships led Sir D'Arcy Thompson to send an interesting letter to the London *Times*. This "cramming" for examinations

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Sir D'Arcy considers to be particularly harmful. The high standard demanded by the present examinations is in his view an unreasonable one and the questions are too difficult. The examiner, he thinks, does not know how to judge his man except by the stale device of setting harder and harder questions. The schoolmaster knows how totally different a thing free and open teaching is from teaching for an examination, how every hour of school life is affected by this difference, and how every single lesson so given is cramped and narrowed for the teacher and more or less spoilt and soured for the boy. Many of our best teachers will agree with Sir D'Arcy in the view he thus strongly expresses. Examination papers certainly tend to be more crabbed and unreasonable, dwelling on what is formal, mechanical and problematical, to the neglect of more important but less easily measurable aspects of the work. A few years ago, said Sir D'Arcy he looked over some of the Scottish Leaving Certificate papers, and the only one he could do comfortably and unprepared was the one in commercial arithmetic.

Camping Holiday for Scottish Girls.

UNDER the auspices of the Scottish Association of Girls' Clubs, a camping experiment for girls is to be tried out in August at the Association's Central Summer Camp, the first week of the month being reserved for a combined camp of club girls and senior girls from some of Scotland's leading public schools. An arrangement of this kind has been tried out in the boys' camp in England, but so far as Scotland is concerned the venture is a new one. The public schools which are co-operating in this combined week so far are St. Leonard's, St. George's, St. Margaret's (Polmont), Laurelbank, Park School and Hutcheson's Girls' Grammar School, Glasgow; and the co-operating clubs to date are Greenock, Craigie Welfare (Dundee), Johnstone Y.W.C.A., Irvine Y.W.C.A. and Bathgate G.F.S. The girls sleep under a roof in comfortable beds, but meals are taken out of doors, when the weather permits, and there are ample opportunities for bathing, hiking, excursions, picnics and open-air keep-fit practices with a physical training instructor. A feature of the arrangements is a series of illustrated talks on nature study, and the girls, who are asked to pay 15s. a week for their holiday, will help with the work of the camp, keeping the dormitories tidy, washing dishes and chopping wood.

Oxford Society.

THE Oxford Society was established a few years ago in a blaze of glory. It is therefore gratifying to learn that the original enthusiasm is well maintained. Lord Samuel presided in place of Lord Halifax at the annual meeting at Westminster School, followed by a garden party. The Dean of Christ Church (Dr. A. T. P. Williams) reported an accession of 930 new members during the year, a most satisfactory number, as he said; and the live membership was 10,730. Since its establishment, the Society has taken an active part in promoting the Oxford Appeal. That task accomplished, it is able to look for new fields of work. Captain H. T. Birch-Regnardson, the Treasurer, reported that the Society has been recognized by the Inland Revenue as a charity and a saving of income tax of £120 has resulted; and after paying for the publication of the Society's Magazine, *Oxford*, there was a surplus of £1,396 on the year's work. The investments amounted to £13,720. The Oxford Society sets an admirable example to universities, colleges and schools throughout the Empire.

Physics at Cambridge.

CAMBRIDGE UNIVERSITY does not publish an annual report, but the official *Reporter* prints the departmental reports. For the session 1936–37, the report on Experimental Physics, signed by Prof. E. V. Appleton, records the loss of Dr. M. L. E. Oliphant and Mr. R. Peierls to take up professorships at Birmingham. The new High Voltage Laboratory, designed by Mr. Charles Holden, has been completed and a generator developing 1·2 million volts installed. Thus the dream of physicists for many years has been realized, and important discoveries may be expected. A field laboratory for experiments on the radio exploration of the upper atmosphere has been erected near the Solar Physics Laboratory and cosmic rays are under investigation by balloon equipment. A new research wing is to be added to the Cavendish Laboratory. During the year, twenty-nine students were working in the Laboratory for the Ph.D. or M.Sc. degree. The same issue of the *Reporter* contains the report of the Department of Agriculture, The Woodwardian Professor of Geology and the Molleno Institute of Biology and Parasitology.

Bloomsbury Site.

BLOOMSBURY has always been an academic storm-centre. The long-drawn controversy about the new site of London University has been brought to a satisfactory conclusion. Mr. Lloyd Humberstone, who took an active part in the propaganda for saving the garden of Torrington Square, has written a pamphlet* on the subject. He does not appear to have received much encouragement in the earlier stages from the Press, the Holborn Borough Council or Convocation of the University. The *dénouement* came with dramatic suddenness. One of the illustrations in the pamphlet shows the revised lay-out, granting separate buildings to Birkbeck College and the School of Oriental Studies. The demolition of the houses in Torrington Square to provide the sites of these colleges is now in progress. Mr. Charles Holden, the architect, has successfully completed the closing of the spine which, under the original design, would have advanced to a length of nearly a quarter of a mile. It is understood that the Institute of Education will take possession of its new building at the beginning of the academic year.

THE right of combination was dearly purchased by the working classes. It was claimed at a late stage by university teachers. According to Prof. H. B.

* **Torrington Square Saved!** Supplement to *New Buildings for the University of London*. A Symposium: 1933. By T. Ll. Humberstone. Mr. William Rice, Ludgate Broadway, E.C. 4. 1s.

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Charlton, in his presidential address to the Association of University Teachers, reprinted in the *Universities Review*, the economic results of combination have been remarkable. When in 1912, Manchester University became trade-union minded, " we found that in one department, the professor had only £40 per year less than *twice* the combined salary of his five assistants." The Association of University Teachers changed all that. But there is still work to do, especially in regard to the salaries of senior lecturers. The gap between the salaries of professors and senior lecturers " who are eminently *professorabili*," is too wide. The same problem faces secondary schools, especially the larger schools, with senior and highly-qualified masters and mistresses. The Association of University Teachers, like kindred associations of teachers, does not give exclusive attention to economic questions, to " trade-union " functions. The President claims that the Association is doing more than any other organization to find a sound basis for thought about the social and intellectual implications of our academic institutions. This forms its most valuable contribution to the well-being of the community.

University Teachers.

EXAMINATIONS have much to answer for, but it is somewhat surprising to learn that at such a school as Harrow, parents appear to think that they must take their boys away directly they have obtained the School Certificate—transporting them to the bosom of a French family or sending them on a world cruise. Mr. P. C. Vellacott, the Head Master, on Speech Day deprecated the tendency to regard the School Certificate as the apotheosis of knowledge. Like wine and cheese, and many other things, knowledge must be allowed to mature—into judgment and wisdom. Freedom, he said, as minds more mature could understand, rested securely on knowledge combined with judgment and wisdom. He appealed to parents not to take their boys away as soon as they had obtained the School Certificate. If Harrow suffers from this practice, other schools, both for boys and girls, are not immune. There may be some exceptions. Sir Montague Butler, speaking at Haileybury, said that the school tradition was very largely due to the fact that all boys in the past stayed there until rather late and consolidated their characters before leaving.

Harrow Speech Day.

MR. C. Graies, in a letter to *The Times* on " Children of the Worker," quotes some statistics in relation to our population. His somewhat alarming conclusion is that " if there is not a marked increase in the birth rate it will not be very long before the epitaph of our Nation and Empire is written." Incidentally, but only incidentally, it must be a great discouragement to our educational organizers, from the Board of Education downward, to contend with a continual decline of child population. There appears to be greater agreement as to the remedy than as to the causes. Family allowances, already in operation in some continental countries, have assumed in the last few months a new urgency. We have no doubt that a Royal Commission or some other means will be adopted to formulate a practicable scheme. The Nation requires both leaders and led and the numbers of both must bear a close relation to the gross population, though improved education may increase the proportion of men and women of outstanding ability.

Family Allowances.

SERIOUS attempts are being made to increase the educational value of our museums and art galleries. Lord Harewood, in a letter to *The Times*, states that the London County Council has arranged for pupils in its schools to pay regular visits to museums and picture galleries under guidance, as part of the school course. London University proposes to arrange more extension lectures in these institutions. In response to representations from the Sudeley Committee, an office for information relating to museums, art galleries and historic buildings has been opened by the Travel Association at 29 Cockspur Street ; and the Committee has taken action in several other directions. The London Museum is visited every year by between 6,000 and 10,000 children whose interest is stimulated by the Makower Essay Competition for four cups presented eleven years ago. Dr. R. E. M. Wheeler, the Keeper and Secretary, who presided at this year's distribution of the cups, stated that there were more entries than ever before. This method of arousing the interest of children might well be copied in other cities. The expenditure required to provide a few prizes annually is comparatively trivial.

Museums and Galleries.

QUESTIONS are being asked as to the progress of the National Fitness Campaign. In one matter, the establishment of a National College of Physical Training, for the training of teachers and leaders, an important step has been taken by the acquisition of a site of 220 acres at Merstham, in Surrey. Part of the site is a level plateau nearly 600 ft. above sea level. No criticism can be offered of this site ; but we question again whether one college in the south of England will meet the need. Other proposals involving capital expenditure of £1,500,000 are under consideration, and £200,000 has been allocated to universities to improve facilities for physical training. The President of the Board of Education, it was stated in the House of Commons by Mr. Kenneth Lindsay, saw no cause for dissatisfaction with the progress of the campaign. We look forward to the day when the President will be able to produce scientific evidence of an improvement in physical standards corresponding to this effort and expenditure.

National Fitness Campaign.

The July Cambridge Local Examinations were held at 360 centres in Great Britain and fifty-nine centres overseas. The total number of candidates entered for the Higher School Certificate, School Certificate, and Junior Examinations, and for the Certificate of Proficiency in English, is 11,965. The regulations for 1939 may be obtained from Syndicate Buildings, Cambridge.

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Reviews

Relation of Art to Life

Art without Epoch : Works of Distant Times which still Appeal to Modern Taste

140 Reproductions selected, arranged and explained by L. GOLDSCHEIDER. (7s. 6d. net. Vienna : The Phaidon Press ; London : Allen & Unwin.)

The Phaidon Press has given us an imposing series of books dealing with the great historic epochs and the outstanding personalities of Art ; and now we have a book with the provocative title, *Art Without Epoch*. It is, we believe, unique among art books, consisting as it does of reproductions of works of art which have not become hackneyed through over familiarity. But it is difficult to account for the title since most of the works speak eloquently of their epoch. The truth of the claim that the works cannot be dated is easily tested by working through the cunningly chosen examples and attempting to date them. It will be found that it is neither possible nor desirable to eliminate the historic interest, and to try to judge the works as if they had been produced to-day.

The artist must use the symbols of his own age and country, and the age inevitably sets its stamp upon the work. But, despite the ambiguity of its title, the book has the great merit of provoking thought on the relation of art to life. The aim seems to be to find resemblance between certain early works and the modern work of the impressionist and post-impressionist schools. But distortions, which in the archaic periods were the result of incapacity, can have little connection with the distortions of the modernists, which are the work of blasé minds attempting to discard the inheritance of the ages because that birthright has been abused. Why make these inept comparisons ? The excellence of the examples chosen needs no such adventitious advertisement. If the products of Ur of the Chaldees resemble those of the modernists, then the less the latter have to say about it the better.

It is this attempt to dissociate art from life and epoch which is the cause of the affectations of modernist art. We find one sculptor imitating Sumerian faces and proportions, while another affects the Mongolian eyes. The elongated forms of El Greco are plagiarized without any understanding of their emotional significance ; and a well-known apologist for the modern movement tells us that, " in proportion as art becomes purer the number of people to whom it appeals gets less." If this be true, it is to be hoped that there is some limit to the purification process.

Perhaps we have concentrated too much on the Golden Ages at the expense of the general artistic development of mankind. The archaic is full of promise, while the fully developed has over it the shadow of the inevitable decline and fall. The promise of the sketch is often better than the fulfilment of the finished picture, *e.g.* the study by David Wilkie which is the last illustration in the book. How surprised the Scotsman would be to find his work between the same covers as the first ! But while it may be better to travel hopefully than to arrive, this is no reason for stopping short on the journey, or for the present fashion of preferring the Archaic to Pheidias, or the Byzantine to the High Renaissance.

But apart from these controversial issues the book is a rare artistic treat, and a most appropriate addition to an unparalleled series.

A Treasury of Knowledge

Virtue's Treasury of Knowledge : a Book for the Young of all Ages

Edited by W. S. SHEARS. 5 Vols. (Quarter-Leather, £5 ; Rexine Cloth, £4. Virtue.)

The attempt to present in readable and intelligible form a comprehensive account of the vast domain of existing knowledge is not of course a new thing, as Victorians who are still living can well remember. Sometimes those attempts were of a distinctively pedagogical order, as in the case of Cassell's *Popular Educator*. Sometimes they were more universal in their range, and less obviously meant for formal instruction. Of the latter type the collected works of the well-known Samuel Maunder (1790–1849) who compiled treasuries of biography, of general knowledge, of literature and science, and of natural history, are an outstanding instance. Such works have always stood apart from alphabetically arranged encyclopaedias, and have fulfilled a different function. In our own time the inevitable march of history, and the wonderful achievements of recent years in the fields of discovery and invention, have made any attempt to provide an interesting conspectus of the leading branches of human knowledge at once more desirable and far more difficult. The old days of leisurely occupation are gone, and we live in an age of speed, with less time than ever for reading. The old days of wide sweeps of intellectual interest are also gone, and we live in an age of specialization, knowing, as has been said, more and more about less and less.

The publishers and the editor of the five superb volumes here under review have made a courageous and a most interesting attempt to overcome the manifest difficulties of selection from the main divisions of the acquired knowledge of the present age. The first volume deals with the means of travel and communication and the romance of invention. Of the second volume the prevailing note is humanism—the works of man in arts and crafts, language and literature. The third volume maintains the human note, for in it we pass to history, predominantly but not exclusively that of our own country. The fourth is a volume of nature studies, including studies of the human body, of plant and animal life, and of that universe of which our earth is but a tiny speck. The final volume deals with leisure occupations, including amusements and hobbies, and ends with a full index to the whole work. It is not within the competence of any one person to pronounce upon the merits of every part of such an all-inclusive scheme. We can only say that wherever we have tested the work, we have found it interesting, stimulating, and, so far as our knowledge extends, accurate. Did space permit, we should like to enlarge on such items as time and time-keeping, country rambles, and amateur handicrafts, to mention only a few of the sections which might be called " asides."

A special word of commendation must be accorded to the

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illustrations. We think the publishers make a just claim when they say that no other work of the kind has such a range of new, scarce and varied pictures. All the volumes are well illustrated, but the most striking instances are the volumes on travel and invention and on arts and crafts.

Perhaps there is a touch of humour in the statement on the title-page that the work is intended for " the young of all ages." To those who are still young in years it will certainly make a strong appeal, as also to those who, no longer young in years, are still young in spirit. It is, above all, we think, a work to browse in, but it is also a helpful work of reference, especially when taken in connection with its full index. It deserves careful examination with a view to being added to public and also to school libraries, wherever funds permit. We observe that, chiefly for the benefit of private purchasers, the work can be had by instalment sales on the easiest of terms. We have no hesitation in commending the work to the attention of our readers.

A Handbook to the Poets

Post-Victorian Poetry

By H. PALMER. (12s. 6d. net. Dent.)

For those who believe in tradition in poetry here is the complete reference book of modern poetry of the last forty years. Mr. Palmer has undertaken the monumental task of compiling a handbook to the poets, and many of the versifiers, of this century. Mr. Palmer is both poet and critic, as were Sidney and Dryden, Keats and Wordsworth, Newbolt and Bridges; no one but Mr. Palmer would have attempted this survey, and no one but Mr. Palmer could have carried it out so meticulously.

If one judges by the chapter-headings, to Mr. Palmer the important names of this age are John Masefield (" the greatest story-writer in verse since Chaucer "), Watson, Kipling, Bridges, W. W. Gibson, W. H. Davies and Flecker; to whom are to be added, from elsewhere in the book, " A. E." and James Stephens.

In a work of such magnitude the omissions are few. The main omission is Mr. Palmer himself. Might not another pen have added a chapter on Mr. Palmer's own poetry —perhaps primarily his narrative poetry as he himself offers that as his main contribution to the *corpus* of English poetry? To one who has read some thousand volumes of post-War poetry, other omissions are the Scots poets Lewis Spence and Andrew Soutar, Clere Parsons, James Bramwell, A. Y. Campbell and Michael McKenna. More than a reference should have been allotted to Marion Angus and the poignant Stella Benson. Are not the glories of poetry to-day to be found among the Irish poets and the women poets? But these are gaps on the wall of one of the remotest rooms in the National Gallery of post-Victorian poetry.

Mr. Palmer's attitude to T. S. Eliot, W. H. Auden and others he terms " defeatist " is less forgivable. But his attitude is understandable in view of his dictum that " poetry should be genuine, ' sensuous and impassioned,' it should make experience completely alive, and it should be capable of giving pleasure to a listening ear." Even so he does them injustice because he denies them sincerity; their reactions may not be Mr. Palmer's but they may still be genuine. They have something to say and some of it " communicates "—though only to the select few, replies Mr. Palmer.

Mr. Palmer is especially penetrating in his analysis of the two Georgian Movements, their history and their themes, and also in detecting the affinity (and influence) of one poet with another, Blake with James Stephens and Ralph Hodgson, John Masefield with J. Redwood Anderson, William Morris with Flecker, John Donne and James Shirley with Richard Church.

For a survey of these forty years of poetry, Mr. Palmer's *Post-Victorian Poetry*, lucid, alive, all-embracing, reasoned, is invaluable.

American History

History of the United States of America

By Dr. H. W. ELSON. Revised and Enlarged Edition. (12s. net. New York: Macmillan.)

A Short History of the American People

By H. U. FAULKNER. (18s. net. Allen & Unwin.)

That the history of the United States of America receives far less than its due in the curricula of British schools and universities is a pretty safe statement. The simultaneous appearance of these two volumes—one a new edition and the other a new and important work—is a reminder that our comparative neglect of the subject can no longer be ascribed to a lack of suitable teaching material. Dr. Elson's *History of the United States of America* was first published in 1904, and after passing through several editions, it now appears in a revised and enlarged form. The success of the book is well deserved. It is clearly and interestingly written, well arranged and illustrated, justly balanced as between political and social and military history, and always fair, especially, we note, at those points where relations with the old country are in question. Dr. Elson's is a good students' text-book, but it should also attract the general reader, and we hope it will succeed in doing so on this side of the Atlantic.

Prof. Faulkner is already well known for his work on American history, and his new book will enhance his reputation. Its title, *A Short History of the American People*, is reminiscent of John Richard Green's well-known work published sixty-four years ago, and representing a shift of emphasis from the doings of the great, or at any rate the prominent, to those of the common man. This is also the keynote of Prof. Faulkner's treatment of his country's story. It is in fact not without significance that an introduction to the book is written by a professor of political science in a British university. America is a land of great political experiments, the successes and failures of which it would be foolish on our part not to study with care. We have an example at hand in our own time. America escaped from feudalism, but incurred the dangers of quickly amassed and irresponsible wealth, and from those dangers the experiment associated with the name of Franklin Roosevelt seeks a way out. To any one, whether American or Briton, who would understand the lessons of American democracy, Prof. Faulkner's fine volume, which may perform the office of a text-book, though it is more than a text-book, will prove full of illumination.

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Minor Notices

Classics

The Wrath of Achilles

Translated from Iliad I, XI, XVI–XXIV, with a Note on the Metre, by S. O. ANDREW. (6s. net. Dent.)

In an introductory note to this book, Sir A. Quiller-Couch remarks that he could read Mr. Andrew's verse translation "at long stretch, with attention and even pleasurable excitement." A high tribute and, we think, deserved. There never will be, nor could there be, a completely satisfactory rendering of Homer (whether in prose or verse); nor has the perfect metre ever been discovered. But take it for all in all, and its best, this new version has perhaps hit the mark better than most. In an appendix to his rendering, Mr. Andrew puts out a reasoned defence of the metre he has selected, which, so far as he is aware, has not been attempted previously. We believe that boys should be encouraged to use really good verse-translations of the classical poets; and we are sure that they will gain much if, when reading such sections of the Iliad as are here given, they prepare their work with Mr. Andrew's book at their side.

Greece and the Aegean

By Dr. E. A. GARDNER. New Edition, revised by S. CASSON. (7s. 6d. net. Harrap.)

It is not surprising that a new edition of Dr. Gardner's delightful book, first published five years ago, should be required. The revision has been undertaken by Mr. S. Casson, Reader in Classical Archaeology at Oxford, who also contributes a new chapter on Constantinople. After reading this volume, one is conscious of a decided wish to visit the places described here with so sure a touch. Armed with it, and with a copy of Pausanias in one's bag, one is well equipped to visit such places as Eleusis (home of the Mysteries), Corinth, the islands (Crete in particular), Delphi and the chief towns on the coast of Asia Minor. And, above all, Athens itself, "the eye of Greece." The book is well illustrated, and maps and plans are provided. We have nothing but praise for this scholarly, and withal practical, little volume, which is well indexed.

Iphigenia in Tauris

By EURIPIDES. Edited with Introduction and Commentary by M. PLATNAUER. (6s. net. Oxford: Clarendon Press.)

Mr. Platnauer is so good a scholar that an edition of a classic from his pen is sure of attention. Hitherto there have been comparatively few editions of the Tauric Iphigenia—in our own country those of Bishop Monk (1840), Paley (ed. 2; 1880) and the late Dr. England. A new one was wanted, and Mr. Platnauer well supplies that want. The text is that of Gilbert Murray, with its critical footnotes: it is a great advance on earlier texts. The commentary is full, and light is thrown on many vexed passages; it is, no doubt, intended for undergraduates in the main, though it will often appeal to professed scholars as well. It is too learned for schools, except perhaps in sixth forms, and then only for scholarship boys. There is a rather grave omission in the book, a really good index. We hope Mr. Platnauer will follow up his edition of this play with an equally good edition of the *Fragments*, for nothing of consequence has been done with them, in this country, since H. A. J. Munro's memorable articles in the old *Journal of Philology*.

Economics

An Introduction to Money

By W. A. L. COULBORN. (6s. net. Longmans.)

This book is meant for undergraduate students of economics and also for the general reader. It covers all aspects of the subject—history, theory (following Mr. Keynes), monetary institutions, foreign exchanges and so forth. Apart from a certain "scrappiness" in arrangement it should serve its purpose well. The reader is assisted by useful summaries at the head of each section and book lists at the end of each chapter.

How We Live

By Sir JOHN A. R. MARRIOTT. Second Edition, Revised. (The World's Manuals.) (2s. 6d. net. Oxford University Press.)

The first edition of this book was noticed here in April, 1931. The text of this edition remains the same, but the statistics have been brought up to date. At page 39 the figure £130,000,000 (annual total of salaries in the United Kingdom) should surely be £1,300,000,000, and at page 107 there is a date that has escaped correction.

Political Arithmetic: a Symposium of Population Studies

Edited by L. HOGBEN. (30s. net. Allen and Unwin.)

This is emphatically a book for the demographic specialist, and the general reader will obtain little from it except entertainment arising from the editor's diatribes against economists. It sets forth some of the inquiries undertaken by the Department of Social Biology of the University of London, and the twelve studies it contains are by such well known authorities as R. R. Kuczynski, Enid Charles, D. V. Glass, Pearl Moshinsky and J. L. Gray.

The Science of Society: an Introduction to Sociology

By Dr. J. RUMNEY. (3s. 6d. net. Duckworth.)

This is for the most part a good book for beginners. The author writes in a clear and readable manner, and includes two useful chapters on the scope and method of his science. But his final chapter on its development is less satisfactory, for his account of the relation between sociology and socialism is likely either to bewilder or to mislead the young student, already perplexed, perhaps, by the similarity of the two words. To say, for example, that socialist theory "is itself a kind of sociology," that "some of the definitions that have been given of socialism apply equally well to applied sociology," and that "the sociologist may also subscribe to the narrower definitions," is scarcely in keeping with the author's insistence on the purely scientific character of sociology. Again, the statement that "although sociology is not committed to any specific proposals . . . this does not mean that the individual sociologist cannot accept socialism" is so irrelevant as to be tendencious, for it would surely apply equally to *any* social theory, even those far removed from socialism.

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Education

1. The Student's Guide
By Sir John Adams. Revised by R. Bennett.

2. Teach Yourself French : a Book of Self-Instruction in French based on the Work by Sir John Adams
Completely Revised and Enlarged by N. S. Wilson.

3. Teach Yourself Embroidery : a Book of Self-Instruction in the Art of Embroidery
Prepared under the direction of Mary Thomas.
(The EUP Books.) (2s. net each. English Universities Press.)

These are the first three volumes of a Teach Yourself series. (1) The first is undoubtedly the most valuable and, if it does not frighten the prospective student by the demands made upon him, should be of great help to him. The book is a mixture of elementary psychology and practical tips. The author deals in a breezy way with such matters as memorizing, the use of text-books, and note-making. (2) *Teach Yourself French* is intended for those who are starting with no knowledge whatever of the language and the author claims that any one who studies his book conscientiously should be able at the end to read any novel or newspaper, to write understandable French and to find his way about France without committing gross errors. Certainly if a student at the end of his study could do the translations given, he would have gone some way (but not all the way) to doing all three, but such students will be few. Even though the book is so short, matter is included, *e.g.* gender by termination, which might well be omitted, and the order of treatment is at times peculiar. For example, the student is not told until Lesson 12 how to ask questions. (3) *Teach Yourself Embroidery* is comprehensive, gives its directions plainly and has many useful diagrams and illustrations.

Pitman's Handbook of Commercial and Technical Education: Organization, Administration, Examinations, Syllabuses, Qualifications, Careers
Part 1: Commercial Education. Part 2: Technical Education. Edited by H. Downs. (15s. net. Pitman.)

This closely printed volume is packed full of up-to-date information about every aspect of commercial and technical education. It will be found invaluable by all engaged in teaching in Schools of Commerce and Technology.

The Community School
Edited by S. Everett. (8s. 6d. net. New York and London: Appleton-Century Co.)

The old idea of a school is that of a segregated collection of teachers and pupils, hemmed in by high walls, drawing its financial support and receiving its general direction from the people outside, but otherwise pursuing its own course in its own independent way. The newer idea makes the school a social centre, an institution maintaining a close relationship with the area it serves, and planned to meet the educational needs of that area. To a certain extent this idea has been realized, at least in our elementary schools, which have become in some senses centres of social service. But the present volume, representing advanced American thought on the subject, and taking a wide variety of schools as examples, goes much further. The programmes set forth raise a number of fundamental issues. Is education gained only in schools, or is all life educative? Have adults and children essentially the same purposes in work and play, or are adults chiefly interested in work and children in play? Should schools be responsible for the education of both children and adults, or of children only? As one reads this book, to which there are a dozen specially qualified contributors, one realizes that American teachers and administrators enjoy greater opportunities of trying out fresh and unconventional experiments than are possible in older countries. But we in the older countries will do well to pay heed to such stimulating matter as is provided in these chapters.

A Philosophical Survey of Education or Moral Architecture, and The Aphorisms of Education
By Sir Henry Wotton. Edited by H. S. Kermode. (3s. 6d. net. Liverpool: University Press; London: Hodder & Stoughton.)

Students of the history of education will welcome this cheap edition of Sir Henry Wotton's Survey and Aphorisms, with its scholarly introduction and notes by Mr. Kermode.

A Key to the Heart of the Children : a Research about Character and Practical Education in the U.S. of America and other Countries
(Amsterdam: The Children's Friends.)

The Institution of Children's Friends was commissioned by the municipality of Amsterdam to survey practical and moral education in the United States. This published record of visits and interviews, prefaced by a general report and followed by conclusions, is intended to further international understanding and to promote co-operation between the public and professional educators in the interests of children.

Elaboration, Utilisation et Choix des Manuels Scolaires : d'après les Données fournies par les Ministères de L'Instruction Publique
(Publications du Bureau International d'Éducation No. 59.) (5 francs suisses. Geneva: Bureau International d'Éducation.)

The information contained in this volume gives in outline the systems adopted in forty-five countries for dealing administratively with text-books in elementary and secondary schools. There is great diversity in the degree of freedom permitted and in the extent of control exercised in the preparation, the distribution, the content and use of schools books. The material here provided should serve as a basis for the discussion of the best policy to be adopted on either educational or political grounds.

The Education of Youth for Leadership
By Prof. A. J. Jones. (12s. McGraw-Hill Publishing Co.)

The essence of leadership is difference, whereas our educational system tends to work towards a pre-conceived model. Dr. Catherine Cox's study of exceptional children, an investigation into the early lives of 300 leaders or geniuses in various fields produced no surprising results. The author selects the training systems of Greece, Rome, England, Russia and the United States for special study. Presumably the new German system for training leaders was established too late for consideration. Some interesting statistics are given showing the caste-system in English politics, diplomacy, civil service and professions. Not much is said on our thraldom to examinations. Do not examinations suppress as many leaders as they select? In these days it is difficult to foresee conditions some decades ahead and to define the qualities—and, ought we not to add, the defects—which will be required in leaders. Prof. Jones's book deals competently with a difficult subject.

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English

Modern English

By F. F. POTTER. Book 3. (1s. 5d. Pitman.)

Plain English : a Book for those who seek a more intimate Acquaintance with their own Language

By W. FREEMAN. (3s. 6d. net. Dent.)

Mr. Freeman has treated a well-worn subject with a freshness and a sense of humour seldom found in books of this kind. His style is vigorous, and free from pedantry ; and there is nothing superfluous in these pages. It is a book that should fill a useful place in the curriculum of many of our non-academic post-School Certificate sixth forms.

Think It Out : a Course in Criticism and Composition

By J. D. STEPHENSON. (2s. 9d. Methuen.)

That this is a stimulating book is clearly foreshadowed in Chapter I, in which the reader is invited to point out inaccuracies in passages that have appeared in print over such names as Philip Gibbs, Sir Samuel Hoare, Mr. Guy Boas, Sir John Squire, George Moore and even in the Board of Education's Memorandum on *The Teaching of English in England*. English masters looking for something suitable for experimenting with in the first year of an advanced course should examine this book. It is well supplied with exercises.

Each in his Way : Stories of Famous Animals

By ALICE GALL and F. CREW. (6s. net. Oxford University Press.)

Ten animals, whose names have become historical, have their stories recounted in this volume, of which the beautiful drawings of Kurt Wiese are an outstanding feature. The strangest is that of Pelorous Jack, a dolphin which used to escort ships in and out of the French Pass in the South Pacific. Cher Ami, a carrier pigeon, saved an American battalion which had been surrounded by Germans in 1918. Though badly wounded, it recovered and ended its days in Washington, U.S.A.

Red Ben : the Fox of Oak Ridge

By J. W. LIPPINCOTT. (3s. 6d. net. Harrap.)

There are four kinds of foxes in North America, and Red Ben, whose life story is told here, seems to be identical with the only English species. His home was in Pine Barrens, New Jersey, and his companions, coons, skunks, opossums, flying squirrels, woodchucks and muskrats. His existence was a series of struggles, for he had an inveterate enemy in the settler, Ben Slown, but by pluck and cunning he managed to survive, and it was Ben who gave up and moved away in disgust. The story is simply and naturally told and the black-and-white illustrations are good.

From These Roots : the Ideas that have made Modern Literature

By MARY M. COLUM. (10s. 6d. net. Cape.)

Students of modern literature will find Mrs. Colum's book a valuable contribution to literary criticism. Modern literary criticism she traces back to Lessing, in her opinion "the most original and the most originating mind in modern criticism." She shows how Wordsworth and Coleridge changed the course of literature in England, as Lessing and Herder had done in Germany. Sainte Beuve and Taine hold a similar position in French literature. A very suggestive and illuminating comparison is made between Wordsworth and Baudelaire—the outstanding poets of the nineteenth century. Baudelaire interpreted the soul of the city as Wordsworth had interpreted the soul of the country. A chapter on "The Two Consciences" discusses the age-long antagonism between morals and art. Mrs. Colum gives a clear exposition of the rise of Realism with the publication of *Madame Bovary*, till the Realist movement swept through the world, making a late appearance in England (with *The Way of All Flesh*) and later still in America (with Dreiser's *Sister Carrie*). Then come the decline, and the revolt against realism. This is certainly a timely and most stimulating book.

Peggy and Paul and Laddy

By MARY J. CARR. (3s. 6d. net. Blackie.)

The scene of the very real, though imaginary adventures of this little girl and boy and the dog they had rescued from death, was a place on the banks of the Willamette in Oregon. On the river were house-boats, homes of poor factory-workers, which rocked like giant cradles when the river rose, and there is a truly thrilling description of an unexpected flood, when two children were saved from drowning by the opportune appearance of a derelict boat, the most treasured possession of Paul and Peggy. The language is attractively simple, and the full-page illustrations a distinct gain.

1. Stolen Documents : an Adventure Story for Boys

By S. B. LUCAS.

2. Fifty Pounds Reward

By ALICE M. PULLEN.

3. Runter's Gold

By R. EARL.

(3s. 6d. net each. Burns, Oates & Washbourne.)

Two English cousins, blown out to sea and rescued by an American youth, himself the kidnapped victim of foreign plotters, have thrilling experiences on an enemy submarine, from which they alone escape to a Shetland islet. From it they manage to get to another island, where more adventures await them, and where the American is imprisoned in the enemy's underground quarters. The English boys' shrewd wits, combined with the science of the American's millionaire father and his son's audacity, lead to their final rescue. (2) Vivacity and variety of incident make up an enjoyable account of the holiday adventures of two sisters and a brother happily stranded in an old country toll-house. Another school-boy and his sister involve them in a search for a stolen necklace. Its recovery, and the discomfiture of certain evildoers by the help of a genial Chinese student of Liverpool University bring excitement and fun into the story. (3) A horse-caravan, lost treasure and a family feud together make up a readable tale.

1. Sea-Fret

By Capt. F. H. SHAW.

2. The Troop with a Bad Name

By F. H. DIMMOCK.

3. Through the Boxer Lines : a Tale of the Boxer Rebellion

By Major C. GILSON.

4. When Gordon Watched the Desert

By J. C. WOOD.

(2s. net each. Arnold.)

Nos. 2 and 3 have been already noticed in these columns. In No. 1 treachery, piracy and brutal murders make a vividly told story in which the boys' seamanship, resource and pluck bring them safely through desperate perils. In No. 4 a simple and wonderful Japanese method of manual self-defence is successfully put into practice by an English girl and boy.

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Poetry and Drama

Memory and Other Poems

By W. DE LA MARE. (6s. net. Constable.)

For this new volume, which includes some seventy poems, the author has collected many that have appeared in various periodicals. They represent a pleasing variety of themes and moods. Of the more serious poems, the sonnet on *Peace*, and the lines to *Thomas Hardy* stand out.

1. An Anthology of Longer Poems

Edited by T. W. MOLES and A. R. MOON.

2. Selected Poems by William Wordsworth

Edited by C. LLOYD. (Heritage of Literature Series.) (2s. 3d. each. Longmans.)

(1) Most young people prefer narrative poetry to any other kind, and when poetry is not sacrificed to narrative, there can be no objection to allowing this preference to decide what poetry is to be read in class. The poems included in this collection are mostly narrative although, since they are poetry, they are also lyrical, and Smart's "Song to David" wholly so. The editors have included no extracts and hence nothing of Milton's epics and Wordsworth's "Prelude" and "Excursion" appear. Dyer's "Grongar Hill" is rather surprisingly accorded admission, the anthology ranging in time from this to Wilfrid Gibson's *The Lodestar*. The book has short explanatory notes given after each poem and also biographical and appreciatory notices at the end. The collection will give pleasure to many and we do not know any other book in which all or even nearly all of these poems can be found. (2) The selections from Wordsworth include extracts from "The Prelude" and "The Excursion" (the Table of Contents calls the latter "The Excursions") and some thirty-five other poems. The selection has been well made and the addition of "The Preface to the Lyrical Ballads" and of extracts from *Biographia Literaria* as well as some of Hazlitt's, De Quincey's, and Haydon's criticism of Wordsworth gives the book added value.

A Century of Lyrics, 1550-1650

Edited by D. C. WHIMSTER. (2s. 3d. Arnold.)

A delightful little anthology of one hundred poems printed in chronological order with brief notes of explanation and appreciation. Songs from plays are set in their context. To illustrate the change in feeling and treatment more adequately, Donne might well have been given greater space. A fair proportion of the poems are not to be found in any well-known collection.

Poems of To-Day

Third Series. (2s. Macmillan.)

Planned on similar lines to First and Second Series of *Poems of To-Day*, this collection is representative of the best English Poetry since 1922.

The Modern Poet : an Anthology

Chosen and Edited by GWENDOLEN MURPHY. (2s. 6d. Sidgwick & Jackson.)

An anthology mainly of post-war poetry, although the editor suggests that the title "modern" is a question not of date but of spirit. About fifty writers are represented, and sixty pages of notes help to throw light on the poems and on the aims of the writers.

Geography

West of the Moon : a Book of Explorers

By ELSPETH J. BOOG-WATSON and J. ISABEL CARRUTHERS. (Limp Cloth, 2s. 2d. Cloth Boards, 2s. 6d. Oxford University Press.)

It is a pity that the great explorations have to be explained as the personal achievements of hero-explorers; but there is no doubt that the ten-year-old child is much more interested in highly-coloured stories of personal bravery than in more accurate accounts of the triumph of co-operative methods in exploration and research. In addition to stories of journeys commonly described in books of travel, this book contains short descriptions of MacKenzie, Orellano, Pytheas and Younghusband and of modern methods of oceanographical investigation.

African Mirage : the Record of a Journey

By HOYNINGEN-HUENE. (12s. 6d. net. Batsford.)

Although the Nile route to Kenya and the journey from the Congo basin through Lake Chad, Northern Nigeria and the Sahara to Algiers have been described frequently, the notes given in this book present vivid pictures of the peoples of the equatorial and savannah regions of Africa. Although some of the observations recorded are of a superficial character there is much of geographical interest in the text and the accompanying photographs are excellent.

The Modern Geography Room

By V. C. SPARY. Second Edition. (1s. Philip.)

The second edition of this interesting little book contains photographs of the new geography room of the William Ellis School and details of the cost of equipping geography rooms.

A Revision World Geography

(2s. 6d. Longmans.)

This book has been prepared to provide a rapid revision course covering world and regional geography for the School Certificate Examination. As a statement of the facts required for this examination it leaves little to be desired. A classified list of questions set in actual examinations is given as an appendix.

Modern Geography

Book I: Foundations of Geography. By D. M. PREECE and H. R. B. WOOD. (3s. 6d. University Tutorial Press.)

This is an excellent introduction to the study of world geography. In addition to the formal treatment of planetary, physical and climatic geography there are sections on commodities, communications, population and settlement, with typical questions of school certificate and higher school certificate standards of difficulty. Throughout, the arrangement of the text is suitable for class teaching and the maps and diagrams provide first-class material for the private student. The book will be found useful in school certificate and post-matriculation classes.

"Effective" Maps of the World

1. Climate. 2. Natural Vegetation. 3. Land Utilization. (Set of 3 Maps, mounted, 21s. net. Johnston.)

Maps 1 and 2 are simplified wall-maps of the major climatic and vegetation regions. Map 3 contains more detail but in every case it is easy to distinguish the colours at a distance of twenty-five feet and all the maps are clearly printed and large enough for use in class.

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History

Rome : Republic and Empire

By H. W. HOUSEHOLD. Vol. 2 : The Empire. (3s. 6d. net. Dent.)

This volume completes Mr. Household's History of Rome. It presents a convenient summary of the events of the less-known period 44 B.C. to A.D. 476. The story is well and clearly told.

The French Revolution and Napoleon, 1789-1815

By G. B. Smith. (4s. Arnold.)

The first-fruit of the learned leisure of the recently-retired Head Master of Sedbergh School is this concise but comprehensive summary of the oft-told story of the Revolutionary and Napoleonic era. Nothing in it is new ; but everything is clear.

The Economy of Britain : a History

By H. M. CROOME and R. J. HAMMOND. (8s. 6d. net. Christophers.)

A well-informed sketch of English (rather than British) economic history, with a distinct bias toward the left. Sir William Beveridge contributes a foreword on the nature and meaning of "history," which is a most valuable portion of the book.

English Political Thought, 1603-1660

By J. W. ALLEN. Vol. 1 : 1603–1644. (21s. net. Methuen.)

This work is a sequel to Prof. Allen's masterly monograph on *Political Thought in the Sixteenth Century*, published ten years ago. Unlike that work, however, it is limited to England. England, indeed, in the seventeenth century furnished ample material for many dissertations. For never was controversy so keen. Monarchists and Parliamentarians, Anglicans and Puritans, Persecutors and Tolerationists —these and countless sub-sections of them wrangled vociferously. The writings of these various sectaries are rich in political ideas. It is scarcely too much to say, in fact, that every important doctrine of modern times is anticipated in the pages of these Stuart pioneers. Prof. Allen has made a protracted and laborious study of this difficult and long-submerged literature, and he has produced an exposition of it that is monumental in its erudition. His brilliant and penetrating study throws new light on every great issue raised in that cardinal period of English history. It is indispensable to every student who wishes to grasp the ultimate points at issue in the great Civil War of 1642–6.

A Practical Guide to History

By J. V. HARWOOD. Book 1 : Ancient History. Book 2 : English History, 55 B.C.—A.D. 1485. (1s. 6d. each. Arnold.)

Attractive exercise books for junior forms containing numerous excellent maps and plans.

A Commentary on Macaulay's History of England

By Sir CHARLES FIRTH. (21s. net. Macmillan.)

Sir Charles Firth has done for Macaulay what Prof. J. B. Bury did for Gibbon. It is lamentable that he himself did not live to see this commentary through the press ; but the editorial work has been admirably performed by his able pupil, Mr. Godfrey Davies, now of the Huntington Library, U.S.A. In a series of masterly chapters, based on lectures delivered in Oxford, such matters are discussed as Macaulay's Conception of History ; his Method ; his use of Authorities ; his Errors ; his Treatment of Outstanding Personages. To every intelligent reader of Macaulay's great classic this Commentary is indispensable.

A Text-Book of Modern European History

By G. W. SOUTHGATE. (1453–1661, 4s. 1643–1848, 5s. Dent.)

Mr. Southgate's *Text-Book of Modern European History* 1789–1930 is well known and justly popular. The present two volumes complete his survey of the affairs of the Continent from 1453 onward. Their outstanding feature is the effort to regard Europe and its movements as a unitary whole. The volumes are amply supplied with sketch-maps, tables, lists of rulers and condensed summaries of leading events. For examinees they are ideal.

Lord Odo Russell, First Baron Ampthill : Ambassador to Bismarck

By Dr. WINIFRED TAFFS. (15s. net. Muller.)

This volume is not a biography of the first Lord Ampthill but rather a study in Anglo-German diplomacy during the twelve years 1872–84. As such, however, it is a brilliant and satisfying piece of work. It is based on a profound study of the unpublished archives of London and Berlin, supplemented by extensive reading in all the relevant and most voluminous literature of the period. As a commentary upon the Life of Bismarck it is of quite first-rate importance. Dr. Taffs's style and craftsmanship are excellent.

Speeches and Documents on International Affairs, 1918-1937

Edited by Dr. A. B. KEITH. Vols. 1 and 2. (The World's Classics.) (2s. net each. Oxford University Press.)

These two handy and elegant little volumes will be of the greatest value to all persons concerned with either the politics or the history of the post-War period. They contain fifty-six sets of documents relating to international affairs. The first volume starts with President Wilson's " fourteen points " and ends with the German re-armament memorandum of December, 1933. The second volume gives the leading documents and speeches of 1934–7. Prof. Keith contributes a masterly forty-page introduction.

Unto Caesar

By F. A. VOIGT. (10s. net. Constable.)

This is very much a book for the present moment. Under an exceedingly inappropriate title it discusses the nature and purposes of the European dictatorships—Russian, German and Italian—and points out the perils of the remaining democracies, especially the British. Very impressive is Mr. Voigt's demonstration of the essential sameness of Communism and Fascism. Impressive, too, is his insistence that unless Britain re-arms swiftly and powerfully she will be submerged in an ocean of blood.

Civilization in Europe

Part 1 : Ancient and Medieval Times. Part 2 : Modern Times in Europe. By Prof. J. S. SCHAPIRO and Prof. R. B. MORRIS. (10s. 6d. net. Harrap.)

Written by two eminent American historians, this volume of 700 pages presents a vivid outline of European history from the earliest times to the most recent. It stresses the economic and cultural aspects of the story rather than the political and military. It also becomes increasingly detailed as it advances. Ancient history occupies sixty pages ; Medieval eighty ; Early modern to the French Revolution ninety ; while the period 1789–1938 takes the remaining 470. The book is well supplied with maps, lists of authorities, chronological tables, typical questions and similar apparatus.

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Mathematics

Real Arithmetic : Senior Series

By A. BURNISTON. Pupil's Book 3. (1s. 2d. Collins.)

A useful book for the slower pupils. Besides plenty of real-life arithmetic it contains interesting applications of geometry and graphs.

A New Algebra for Schools

By C. V. DURELL. Part 3. (Shorter Version.) (2s. Bell.)

This is a selection from the author's "New Algebra" Part III, prepared for examination purposes. It does not include any topic not required for at least one School Certificate Examination. It is quite efficient but selection has resulted in diminution of inspiration.

General Mathematics : a One Year Course

By H. CRANDALL and F. E. SEYMOUR. (6s. Heath.)

A one-year course for students in the first year of the senior high school course customary in America. Descriptive material occupies as much space as exercises. There is interesting use of everyday social problems from insurance and investment.

The Essentials of School Algebra

By A. B. MAYNE. (5s. Macmillan.)

This text-book is the most thorough course of formal algebra that has appeared for years. It is based on the conception of algebra as generalized arithmetic, and develops the subject on lines reminiscent of the older classical text-books, but with a wealth of examples and a clarity of typography that make it a pleasure to read. Problems and equations appear early, of course, but formulae are not mentioned until page 252. (The reference to formulae on page 4, given in the index, seems to be a slip.) To ignore this important concept of the formula seems, to the reviewer, to be a pity. But he cannot withhold commendation for a book which is obviously intended to promote sound teaching of systematic mathematics. The chief feature of the book is thoroughness. Every device has been used to assist the pupil. There are very many examples, each step in manipulation is carefully discussed and rules are summed up in clear heavy print. The book contains all the material needed in a school course but excludes work preparatory to and on the Binomial Theorem. Calculus ideas, but not the notation, are introduced in the last chapter.

Shorter Advanced Trigonometry.

By C. V. DURELL and A. ROBSON. (5s. Part 1, 2s. 6d. Part 2, 3s. Bell.)

This book has been prepared from the authors' earlier *Advanced Trigonometry* for teachers who require a brief examination text-book. Part I is manipulation—*e.g.* the quadrilateral, equations, finite series. Part II is expansions, complex numbers, factors, functions of a complex variable. There is frequent reference to the larger volume for the detailed theoretical work—*e.g.* on the logarithmic function—and this makes the book disconnected to read. But if copies of the larger volume are available for reference, this abbreviated compilation should encourage the study of higher trigonometry on the right lines, and is, therefore, to be commended.

Miscellany

Improving the Blackboard.

By W. D. SEYMOUR. (1s. 6d. National Institute of Industrial Psychology.)

A full report of an interesting piece of research. Its object was to compare the time taken to read white letters on a black board and to copy them on to white paper, with the time taken to read dark letters on a light-coloured board and to copy them on to white paper. In the latter case a pale yellow board was used and very dark blue chalk. In all the experiments, both with adults and with children, the light-coloured board and dark chalk was found to be preferable. It is to be hoped that education authorities will quickly act on these findings.

Europe Re-housed

By ELIZABETH DENBY. (14s. net. Allen and Unwin.)

This authoritative, attractively written and well illustrated book is primarily intended for those actively interested in housing problems from whatever point of view. Among them may be numbered those concerned with the education and social welfare of the children who have been or may be "re-housed." The treatment is descriptive, critical and constructive, and the reader could wish for no better guide than Miss Denby.

The Book of General Knowledge

By R. R. MARTIN. (7s. 6d. net. English Universities Press.)

The author has attempted to provide a book both for the general reader and also for candidates at examinations in which a paper is set on "General Knowledge." By analysing and classifying questions set in such papers over a long period, he has in his own words "confined the subject within certain limits and given it a definite outline." The book is divided into six parts. How we Live and Move and have our Being, Science and Human Life, How we are Governed, Social Life, Literature and Art, and Miscellany, and has an appendix containing examination papers and a bibliography. Much varied and valuable information has certainly been included in these 324 pages and all is treated in an interesting way. In Part IV ten pages are given to education and the writer has devoted his space to "a discussion of some of the problems exercising the minds of educationists at the present time." While the examination candidate is generally foremost in the author's mind, the general reader may well find entertainment as well as knowledge in this book.

One Hundred and One Recipes for English Tomatoes

By HELEN TRESS. (Free. The British Growers' Publicity Council, 68 Victoria Street, London, S.W. 1.)

This little book succeeds in showing the large variety of simple and inexpensive, yet at the same time attractive and appetizing dishes which can be prepared with tomatoes. The recipes are grouped into seven sections: breakfast dishes, soups, luncheon dishes, supper dishes, savouries, sandwiches and salads. Tomato growing has become a flourishing English industry to-day, and this booklet, which has been prepared by the British Growers' Publicity Council, should do much to teach British housewives the many and beneficial uses of the tomato. Copies may be had free of charge on application to the Council at 68 Victoria Street, London, S.W. 1.

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Modern Languages

Everyday English for French Students

By S. M. DORET and B. M. FALCONAR. (1s. 6d. Exercises, 8d. Key, 1s. Woodhouse, Sheffield: A. & C. Fugill.)

This is a very original and instructive book, compiled by a French and an English author. They explain those constructions and idioms which their teaching has shown to be pitfalls for French students of English. And the odd point about the book is that it could be made equally useful for English students of French. Candidates for examinations would find it a useful aid to revision. The chief difficulty that the French find in learning our language is not the grammar, which is simplicity itself, but the troublesome spelling, the inconsistencies of pronunciation and the wide range of idiom and vocabulary. There are at least 25 per cent more words in English than in French, which is due to its derivation from three sources: classical, French and Anglo-Saxon. The book ends with a useful list of deceptive words.

Les Deux Idoles : Roman Policier

By J. JOSEPH-RENAUD. Adapted and Revised, with Notes, Exercises and Vocabulary by Dr. C. F. ZEEK and L. TINKLE. (2s. 6d. Heath.)

An exciting detective story shortened for class use. It would suit a middle form and could be prepared at home and read through rapidly in class. There are exercises and a full vocabulary.

Conchita Argüello : Historia y Novela Californiana

By Prof. A. M. ESPINOSA. (The Macmillan Hispanic Series.) (2s. 9d. New York: Macmillan.)

This is the story of the Californian "Romeo and Juliet," a simple love story based upon fact. There are forty-seven pages of text divided into eighteen sections, each with a half-page of questions. The notes are simple and in many cases unnecessary. There should be no need to inform readers of such a text that "en vez de hablar por teléfono" means "instead of telephoning"; "volvamos atrás" is "let us go back," &c. A vocabulary of twenty pages to forty-seven of text, questions and notes is too much, including as it does words such as "a," "alto," "agosto," "amor," "abril," "al," "algo," "antonio"—to choose only from the section "A."

Topaze

By M. PAGNOL. Édition Scolaire préparée par A.G. BOVÉE. (Heath's Modern Language Series.) (2s. 9d. Heath.)

Topaze has been the most successful French play of the past decade: it had a three-year run in Paris. It is full of modern idioms, and the unexpected ending makes it exciting reading. It is easy to see that the first act, which takes place in an inferior private school, caused it to be chosen for school use. But whether the other three acts which show how the down-trodden usher blossoms out into a dishonest financier will be equally interesting to pupils is questionable. The method of translating unusual words at the bottom of the page is not favoured by many teachers. These translations are often in American English, quite incomprehensible to young students; and in many cases the best translation has not been chosen. This help seems the more unnecessary as there is a full vocabulary at the end of the book. The exercises are very full and helpful, but if they are all worked through, the play could scarcely be finished in a term.

Intermediate Translation from and into French

By J. J. HAROLD. (Harrap's Modern Language Series.) (2s. 6d. Harrap.)

This is a well-composed book, intended chiefly for Scottish Leaving Certificate candidates. The author's remarks on the slovenly English used in translating from French are very necessary and his hints on dealing with difficulties are much to the point. He gives seventy extracts for translation, of which the first forty-five have a few words translated. The second part contains a revision of the difficult grammatical points in translating into French followed by sixty-six extracts and a vocabulary of difficult words.

Scrittori Italiani : Lives, Works, Texts, Anecdotes—an Italian Reader

By G. CAPOCELLI. (8s. 6d. net. New York and London: Oxford University Press.)

A most attractive reader for second or third year students who will at the same time improve their Italian and learn a great deal about Italian authors and their works. It is written quite simply, summaries of the main works are given from the Middle Ages to Pirandello and d'Annunzio. Questions are added to each chapter which may be made the subjects for essays in the second year. The vocabulary is very full.

Le Masque de Fer : Roman Historique

By R. JEAN-BOULAN. Edited by P. G. WILSON. (2s. Macmillan.)

An interesting reader for fourth-year students with exercises and vocabulary. It will be a change for those who have read nothing but adventure stories.

A Concise French Grammar

By Dr. M. W. MURRAY and E. CASATI. (2s. 6d. Rivingtons.)

A useful revision grammar for School Certificate candidates.

Çà et Là

By I. L. PERKIN. (Bell's Graduated French Readers, Elementary "C.") (1s. 6d. Bell.)

Twelve short stories for beginners, with full exercises and vocabularies.

Frère Jacques and other Simple Plays

By SIMONNE S. MANSON. (1s. 9d. Arnold.)

Five amusing little plays for first and second year pupils. It would prove a useful book for girls' schools. The first one has a vocabulary of about 250 words.

A Standard German Vocabulary of 2,932 Words and 1,500 Idioms, illustrated in Typical Phrases and Sentences

By Prof. C. M. PURIN. (The Heath-Chicago German Series.) (2s. Heath.)

A frequency word-list for use as a basic vocabulary by students in their first four years. The belief in the efficacy of this method is greater in America than in England.

Introduction to German (in Heidelberg)

By EMMA O. BACH. (5s. 6d. Pitman.)

A well-printed first German course, of thirty-eight lessons, each containing a piece for reading and translation, vocabulary, a portion of grammar and exercises. It could be used either by translation or direct method teachers. There is sufficient matter for a two-year course. It is enlivened by photographs and a few German songs with music.

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ENGLISH

THE SCHOLAR'S LIBRARY

General Editor: GUY BOAS, M.A.

MATTHEW ARNOLD: Essays in Criticism, Second Series. Edited by S. R. LITTLEWOOD. 2s. 6d.

SELECTIONS FROM THE LETTERS OF HORACE WALPOLE. Edited by M. ALDERTON PINK. 2s. 6d.

THE SHORTER POEMS OF JOHN MILTON. Edited by B. A. WRIGHT. 2s. 6d.

POEMS OF TWENTY YEARS: An Anthology, 1918-1938. Compiled by MAURICE WOLLMAN. 2s. 6d.

THE SCHOOL BOOK OF ENGLISH VERSE. Chosen by GUY BOAS, M.A., Headmaster, Sloane School, Chelsea. 5s.

The collection of verse has been made with two objects in view—to include only such poems as really appeal to the young, and to make the selection sufficiently comprehensive for no poem to be omitted with which a pupil by the time he or she leaves school should be acquainted.

POEMS OF TO-DAY: Third Series. Compiled by the ENGLISH ASSOCIATION. School Edition. Paper boards. 2s.

The aim of this anthology is to bring together a selection of contemporary poetry representative of a span of years, and at the same time sufficiently in accordance with tradition to avoid excursions into the fields of ultra-modernism. It consists of poems published since 1922 down to the present day.

EXERCISES IN LITERARY APPRECIATION. By FREDERICK T. WOOD, B.A., Ph.D., English Master at the Firth Park Secondary School, Sheffield. 2s. 6d.

This book provides a series of extracts in verse and prose suitable for use with the senior pupils of secondary schools or students at training colleges who are just embarking upon a course of training in literary appreciation or criticism.

FRENCH AND GERMAN

L'ENIGME DU "REDOUTABLE." By J.-H. ROSNY, Junr., de L'académie Goncourt. Edited by P. W. PACKER. (*Modern French Series.*) 2s. 6d.

Imaginative stories with a flavour of Jules Verne.

GUERRE CIVILE. By J. L. BÈDÉ, formerly of Marlborough College, and R. J. F. COOK, M.A., Marlborough College. (*Modern French Series.*) 2s.

"Guerre Civile" deals with an imaginary incident in the civil war now taking place in Spain. This has enabled the authors to pack the story with adventure, and also to introduce into the text words and phrases which are in constant use in the France of to-day. The book is intended for use in Middle School forms and sets. The proses included at the end are based closely on the text and should make it possible for the volume to be used up to School Certificate standard.

CONTES D'AVENTURE ET DE MYSTÈRE. Edited by N. W. H. SCOTT, M.A. (*Modern French Series.*) 2s.

Stories by G. Lenôtre, Charles-Louis Philippe, J.-H. Rosny, Edmond Haraucourt and Arnould Galopin, followed by a number of exercises and a vocabulary.

PASSAGES FROM GERMAN AUTHORS. Collected and edited by ELLA SPIERO, Dr.Phil., German Teacher at the Collegiate School for Girls, Leicester. 3s.

This book is intended to serve as a Reader and to provide Unseens, each of which will give the student an impression of German life or literature. It contains forty passages of prose and fifteen passages of verse, some notes and other helpful material.

GEOGRAPHY

WORLD GEOGRAPHY. By E. O. ROBINSON, M.A., Geography Master, University College School. 5s.

Outlines of the geography of the World, including the elements of physical geography, particularly with reference to the earth as the abode of man. The standard is that of the School Certificate Examinations.

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Books Received

EDUCATION

A Key to the Heart of the Children : a Research about Character and Practical Education in the U.S. of America and other Countries
(Amsterdam : " The Children's Friends.)

Quintilian on Education : being a Translation of Selected Passages from the Institutio Oratoria, with an Introductory Essay on Quintilian, his Environment and his Theory of Education
By W. M. SMAIL. (4s. 6d. net. Oxford : Clarendon Press.)

The First Seventy Years : Worcester College for the Blind, 1866-1936
By MARY G. THOMAS. (2s. 6d. net. National Institute for the Blind.)

Preface to Teaching
By Prof. H. W. SIMON. (6s. 6d. net. Oxford University Press.)

ENGLISH, POETRY AND DRAMA

1. Wong's Wife : a Story of China
By IRIS CORBIN.

2. Sina's Marriage : a Story of the South Seas
By MARY ENTWISTLE. (Sixpenny Stories.) (6d. each. Edinburgh House Press.)

1. Real Achievement
Edited by W. T. HUTCHINS.

2. A Heritage of Wonder Stories
By J. H. WALSH and ALICE M. WALSH. (Heritage of Literature Series.) (1s. 6d. each. Longmans.)

Civic English
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(*Continued on page 544*)

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Candidates in possession of an approved first school certificate with passes in Mathematics and Science are accepted for direct entry, without examination.

Apprentices undergo training for three years, and their general education is continued during their apprenticeship. On completion of training a few cadetships at the Royal Air Force College are granted to apprentices of special promise. A large number of ex-aircraft apprentices have opportunities later of employment as airman pilots, or as air observers. They serve for a minimum period of twelve years from the age of 18.

II. BOY ENTRANTS

These boys are entered for training as armourers, electricians, instrument repairers, or wireless operators. Entry is by selection from amongst candidates who have taken the competitive examination for entry as aircraft apprentices, or who have been nominated for direct entry by approved nominating authorities. Entries take place three times a year, in January, May, and September. Approximately 400 boy entrants will be required in September, 1938, and a further 400 in January, 1939.

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These apprentices are entered for training in pay and store accounting or in general clerical duties. Entry is by selection. Preference will be given to candidates possessing an approved school certificate, but applications will also be entertained from boys who have attained an approximately equivalent educational standard by attendance, up to the age of 15½ and 16 years, at a secondary, central, or junior technical school. Entry takes place four times a year, in January, April, July, and October. Approximately sixty apprentice clerks will be required for entry into the Service in July, 1938, and a further sixty in October, 1938, and in January, 1939.

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(*Continued on page 546*)

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Scottish Education Department
Scottish Educational Services. (1s. net. Edinburgh: H.M.S.O.)

University of Cambridge: Local Examinations Syndicate
(*a*) Regulations for the Higher School Certificate Examination, July, 1939.
(*b*) School Certificate Regulations, together with the Regulations for the Junior Examination, July and December, 1939.

England: a Speech by the Rt. Hon. Anthony Eden at the Festival Banquet of the Royal Society of St. George on April 26th, 1938
(1s. net. Faber & Faber.)

The National "Safety First" Association
14th Annual Report and Statement of Accounts.

Report of the Irish Agricultural Organisation Society, Ltd., for the Year ending 31st March, 1937

London County Council
Annual Report of the Council, 1936. Vol. 5: Education; Elementary Schools, Special Services, Technical and Evening Education and Day Continuation Schools, Secondary and University Education and the Training of Teachers, Miscellaneous. (1s. King.)

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AIR RAID PRECAUTIONS AND THE SCHOOLS.

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No. 830
Vol. 70

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XX.—ANCIENT EGYPT

By LAWRENCE H. DAWSON, Editor of *The March of Man: a Chronological Record*, &c.

ONE of the difficulties that confronts the layman in his first study of Ancient Egypt is the mental adjustment enabling him to grasp the implications of the enormous period over which that story extends. Accustomed, as many of us are, to thinking in terms of our own country, when the eight-and-three-quarter centuries or so since the Battle of Hastings seems a long time, or even in terms of the 1,938 years of our own era, it is almost impossible to visualize the 3,900 years and more that elapsed between the invention—or the adoption—of the solar calendar in Egypt and the flight to Ethiopia of the last of the Dynasts, a few years before Alexander the Great annexed the country in 332 B.C. According to the best credited calculations, the latest time at which the Wise Men of Egypt could have deduced the length of the solar year from the heliacal rising of Sothis (Sirius) in the latitude of Memphis, and so construct their calendar, is about 4241, a date which precedes the building of the Pyramids by much the same interval as the introduction of Christianity into England precedes the present day.

It is obvious that civilization in the Nile Valley must have reached an advanced stage long before this, so, when to the multiplicity of years with which we have to deal, we add the multiplicity of interests that the study of Ancient Egypt connotes—art, literature, religion, social life, death, science, international repercussions, and many more—it is scarcely a matter for surprise that to-day there is in existence material for a bibliography that, in vastness and variety, is commensurate with the subject itself.

A good outline of this bibliography is given in the *Encyclopaedia Britannica*, 14th edition, 1929 (*sub title* EGYPT), but it will be found at its best, classified under periods, dynasties, subjects, &c., in the first six volumes of the *Cambridge Ancient History* (1923–7), the Egypt

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of the Ptolemies being treated in the seventh ; here we can call attention only to the more essential and most readily obtainable books that give the student a grasp of the subject, especially those published too recently for inclusion in the Cambridge lists. Mr. E. N. Fallaize's article in our number of March, 1938, deals with works of fiction bearing on the subject, and to these we have only to add Thomas Mann's *Joseph in Egypt* (Secker & Warburg, 2 vols., 15s.) published, in its English form, last April. This, the third section of Mann's great psychological study of the Joseph story regarded as a myth, and the only one the scene of which is laid in Egypt, gives a brilliant picture of everyday life in the Land of the Pharaohs, with authoritative details concerning the historical, artistic, and religious background derived, in great measure, from the novelist's intensive study in the country itself of all available records.

Besides the very full treatment accorded to the subject by a large body of experts in the *Cambridge Ancient History* already referred to, there are many " full dress " histories of Egypt ; but before going on to any of these it would probably be best for the layman to read some, at least, of the smaller works that have appeared in such profusion since the discovery by Mr. Howard Carter of the Tutankhamen Treasure in 1922 brought Egyptology prominently before the public. One of the best introductions comes from a source that is frequently, though inexcusably, overlooked—the British Museum. Its *General Introductory Guide to the Egyptian Collections* (rev. edition, 1930, 2s. 6d.), edited by the late Keeper of the Egyptian and Assyrian Antiquities, Dr. H. R. Hall, is a very fully illustrated compendium of information on every aspect of the life and letters, occupations, religion, and history of the people and cannot be too highly recommended ; others of an introductory nature that may be read with advantage are : Sir E. A. Wallis Budge's *Egypt* (Home Univ. Lib., 2s. 6d.) ; A. W. Shorter's *Everyday Life in Ancient Egypt* (cheap ed., Low, 3s. 6d.) ; Dr. Baikie's *Peeps at Ancient Egypt* (2s. 6d.) and *The Story of the Pharaohs* (3s. 6d.), both A. & C. Black ; S. R. K. Glanville's *The Egyptians* (Black, 2s. 6d.) and his *Daily Life in Ancient Egypt* (Routledge, 6d.) ; and A. Weigall's *Ancient Egypt* (Benn's Sixpenny Library).

And here a word of warning : authors, and even authorities, are not always in agreement in matters of detail and especially on chronological questions. Although it is over a century since Champollion discovered the key to the hieroglyphics of the Rosetta Stone, and though excavation, research and publication have proceeded unremittingly ever since, in Egyptology many of the conclusions of yesterday are still at the mercy of the spade of to-morrow. To take one example : Prof. Breasted, in his *History of Egypt* (latest edition, 1920), says that a hundred years " is ample " for the whole duration of the Hyksos supremacy ; but Sir Flinders Petrie, when clearing tombs of this period during 1928–9, discovered scarabs bearing certain Palestinian signs which were, to him, sure indications that the Hyksos were still ruling over both Egypt and Palestine till well into the XVIIth Dynasty (roughly covering the seventeenth century B.C.), thus more than doubling Prof. Breasted's hundred years. But the chronology of early Egypt is beset with pitfalls, and it seems doubtful whether it will ever be possible to assign more than approximate dates to dynasties earlier than the XVIIIth which, it is now widely agreed, must have commenced a few years one side or other of 1580 B.C. This, however, need not be a source of worry, especially as correct sequence can be obtained ; as Sir Flinders Petrie, the " Father " of sequence-dating points out, " to know that the Armada preceded the Stuarts is essential ; that it was fifteen years earlier is a detail." The vexed question of chronology is fully treated in Vol. I of *Cambridge Ancient History* (above) and in numerous other works, as in Monet (below), and especially in Cecil Torr's *Memphis and Mycenae* (C.U.P., 1896, 5s.), an investigation of the bearings of Egyptian chronology on the beginnings of Greece, F. G. Fleay's *Egyptian Chronology* (Nutt, 1899, 7s. 6d.), H. B. Hannay's *The Secret of Egyptian Chronology* (Low, 1917, 6s.), and D. Macnaughton's *A Scheme of Egyptian Chronology* (Luzac, 1932, 25s.) which, though it favours an unorthodox system allowing of a longer period than usual, treats the whole subject fairly and fully.

Coming now to the comprehensive histories in English we must mention first the large works of those veteran Egyptologists, Sir E. A. Wallis Budge and Sir W. M. Flinders Petrie, the first in eight volumes (Kegan Paul, 1899–1902, 28s.) and the second in six (Methuen, 1894–1901, 36s.). Both Budge and Petrie (the former died in 1934, the latter is happily still with us, at 85) devoted a long life to this study and issued an enormous number of books and monographs ; but perhaps their histories would be too detailed and, especially the second, too highly scientific for the layman's purpose, and we would therefore suggest that he continues his studies with works on a rather more modest scale. The book by Prof. Breasted already mentioned (Hodder & Stoughton, 42s.) is one of the best, as would be expected of a leading contributor to the *Cambridge Ancient History ;* it is based on original study of the monuments, and covers the ground till the conquest by the Persian, Cambyses, in 525 B.C., as does also his *Short History* (Murray, 6s.).

Another very readable, and able work is Dr. James Baikie's *History* (Black, 2 vols., 1929, 36s.), which comes to the close of the XVIIIth Dynasty (1321 B.C.)—Egypt's " Golden Age " ; and this might be read in conjunction with Arthur Weigall's *Short History* (Chapman & Hall, 1934, 8s. 6d.), an abridgment of his *History of the Pharaohs* (Butterworth, 2 vols., 1925–6, 10s.). Mr. Weigall (d. 1934) was till 1914 the Egyptian Government's Inspector-General of Antiquities, and he added to his exceptional opportunities for amassing first-hand information an almost exceptional facility for imparting it to a non-technical public, though it has to be admitted that all his works suffer through his adoption of a chronology at variance with that of other authorities. Alexandre Monet's *The Nile and Egyptian Civilization* (Kegan Paul, 1927, 25s.) is another outstanding book—a study of Egyptian society from the beginnings to the Persian Conquest, of which the object is to show that development was continuous and inevitable, not merely a

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disconnected series of " high-spots " interspersed with here a " Dark Ages " and there a " Time of Troubles " ; it is not a text-book, but to one who wishes to understand the artistic, scientific, religious, and intellectual life that lies behind and inspires the history it is wellnigh indispensable. For a brief sketch of the main outline Newberry and Garstang's *Short History* (Constable, 1912, 4s. 6d.) is still of real value ; H. R. Hall's *The Ancient History of the Near East* (Methuen, 1920, 16s.) gives a clear insight into the widespread international relationships of the people ; while C. G. Seligman's *Egypt and Negro Africa* (Routledge, 1934, 3s. 6d.) deals with their relations with the contemporary negro.

For the student who has gone far enough to specialize, the amount of material in almost every field is prodigious—even if we omit the valuable reports and other papers sponsored by the Egypt Exploration Fund, the British School of Archaeology in Egypt, and the Egyptian Government, which, it is to be noted, the student cannot afford to do. Pre-history can best be studied in Petrie's *Prehistoric Egypt* (Quaritch, 1917, 25s.) and G. Brunton and G. Caton-Thompson's *The Badarian Civilization* (Quaritch, 1928, 50s.) ; religion generally in Budge's last book, *From Fetish to God* (O.U.P., 1925, 21s.) and in Petrie's *Religious Life in Ancient Egypt* (ch. edition, 1932, Constable, 3s. 6d.) ; while the religion of the great XVIIIth and early XIXth Dynasties is very ably explained by the late Mr. A. W. Shorter in his *Introduction to Egyptian Religion* (Kegan Paul, 1932, 8s. 6d.).

Art in Egypt has, of course, a library to itself, headed to-day by the great *Ancient Egyptian Paintings*, by N. M. Davies and A. H. Gardiner (C.U.P., 1936, 3 vols., £10), from which we learn that during over 1,700 years, from the IVth to the end of the XXth Dynasty, there was scarcely any change of style, save for Akhenaton's brief and fruitless interlude in the fourteenth century. In 1931 appeared, as a special number of the " Studio," *The Art of Egypt* (42s.), edited by Sir Denison Ross, treating the subject from the artistic rather than from the purely Egyptological standpoint, and specially valuable for its illustrations ; while a work intended as much for the beginner as for the more advanced student is Jean Capart's *Lectures on Egyptian Art* (Milford, 1929, 23s.). For architecture and sculpture we have G. A. Reisner's *The Development of the Egyptian Tomb* (Milford, 1936, 84s.), taking us from prehistoric times to the Pyramid builders of the IVth Dynasty ; Clarke and Engelbach's *Ancient Egyptian Masonry* (O.U.P., 1930, 63s.) ; and Miss M. A. Murray's *Egyptian Sculpture* (Duckworth, 1930, 15s.) and *Egyptian Temples* (Low, 1931, 12s. 6d.), the latter of which deals chiefly with Thebes and is specially intended for the general reader. Mr. A. Lucas's *Ancient Egyptian Materials and Industries* (Arnold, 1934, 16s.) will also repay study in this connection.

Treatment of the literary output of Egypt finds a place in most of the histories mentioned above, and there are many volumes of translations, &c., by Budge, Petrie, Peet and others ; A. Erman's *Literature of the Ancient Egyptians* (Methuen, 1927, 21s.) gives annotated translations of love-stories, legends, religious and philosophical texts, &c., covering some 1,500 years from about 2600, and W. O. E. Oesterley's *Wisdom of Egypt and the Old Testament* (S.P.C.K., 1927, 6s.) and T. E. Peet's *Comparative Study of the Literatures of Egypt, Palestine, and Mesopotamia* (O.U.P., 1931, 6s.) are invaluable for their respective purposes.

Finally, we must mention the guide books—not only " Murray " (edited by H. R. Hall) and " Baedeker," both full of good things, but such works as Dr. Baikie's *Egyptian Antiquities in the Nile Valley* (Methuen, 1932, 21s.) and B. M. W. Jesson's *The Glamour of Egypt* (Heath Cranton, 1935, 7s. 6d.), both of which have far more than a tourist value.

ENGLISH SOCIAL AND ECONOMIC HISTORY FOR THE SCHOOL CERTIFICATE EXAMINATION

By F. R. WORTS, M.A., Head Master, The City of Leeds School

THE Joint Matriculation Board of the Northern Universities has modified the School Certificate History Syllabus set for the year 1939 by the introduction of an independent section (*f*) : *English Social and Economic History to* 1914.

This particular syllabus covers interests ranging from " Social and economic conditions in the twelfth century : Feudalism and Chivalry " to " Proposals for Imperial Preference and Tariff Reform : Limited Liability Companies : Social effects of (modern) economic changes."

It is clearly marked into *three* big divisions :

1. BEFORE THE INDUSTRIAL REVOLUTION.

This division or time-period is further subdivided into the following sections :

(*a*) The land.
(*b*) Industry and towns.
(*c*) Commerce.

2. THE INDUSTRIAL REVOLUTION AND AFTER.

This is subdivided into *two* themes which are marked (A) and (B) respectively :

A. *The Industrial Revolution*—which is divided into *four* sections :

(*a*) Mechanical inventions.
(*b*) Agrarian changes.
(*c*) Transport changes.
(*d*) Effects on social and economic organization.

B. *The working out of the Industrial Revolution*—which is divided into *four* sections :

(*a*) Trade policies.
(*b*) Working class movements, *e.g.* trade unionism.
(*c*) Organization of money, communications, transport, &c.
(*d*) The land : agrarian policies.

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3. Social History.

Under this heading the chief social features of "Shakespeare's England," "the Age of Anne," "the Early Victorian England" and "the effects of economic changes" in modern times are expected to be known.

Above the full syllabus the following important rubric is prominently set forth to arrest criticism that the demands are generally too heavy:

> "The paper will be framed to allow an adequate choice of questions to a candidate who may have confined his preparation only to one-half of the syllabus."

A welcome concession, for, cunningly assessing the powers of his candidates, not even the enthusiast would attempt to prepare them for this examination by covering the *whole ground* of its historical interests.

The J.M. Board deserves cordial congratulation on its decision thus to modify its history syllabus. Social and economic history is as important as any other type: many would affirm that it is even more important, especially in modern times. Although it appeared in previous syllabuses, it was "incidental"; in this form it lost much of its meaning for the students and proved very difficult to teach. Now that it has been given equal standing with other sections or interests, and an independent examinational value, it will undoubtedly receive widespread attention and quickly become an "obvious selection" of the many sections which make up the complete history syllabus set by the J.M. Board.

Before suggesting reasons why this section (*f*) on social and economic history should be welcomed, it may be well to decide which "half" of it offers the best values for educational and examinational needs. Clearly, Part I is easier than Part II for examinees: being medieval in content, it is shorter, has more visible unities, and is more romantic in appeal than Part II. But, despite its length, difficulties, manifold themes and a somewhat prosaic nature, Part II will commend itself to most teachers (as well as to most candidates) as *the* Part to study and to offer: it is *modern*; it leads up to and explains the world of to-day; and we are all, both teachers and taught, necessarily and profoundly interested in our own world.

Modern youth, generally considered, becomes impatient with history before 1750–1800: to their unseeing eyes it has little or no contact with the present world, which occupies more and more of their attention. *Modern* history is in their view justifiable because it instructs them concerning the "making of their own world": and youth is particularly sharp-eyed and swift to seize upon industrial (they shy at the word economic) and social themes of development; these, they intuitively know, possess tremendous value for them, if they would understand the growth of the world to its present state and the conditions actually operative in controlling the organized life of mankind to-day. Even the most important movements of the past, *e.g.* the Reformation, fail to stir their interest: they study them because their syllabus insists that they should; but their pulse is slow. Introduce them, however, to machines and power of the scientific age, and despite the difficulty of the subject, they are alive, alert, ready to read and learn, wellnigh aggressive in their demand to be taught. It is the cherished conviction of modern youth, never divulged but closely guarded with the stubborn courage of "wise indiscretion," that they are living in a new world, which, if they would control, they must first understand. The past is of interest and of value for those who think so, and have time to study it: gladly, they leave it to such student-types.

For years I have had this syllabus by arrangement with the J.M. Board. I am satisfied that it is welcome and of surpassing value. Nor is it as hard as it looks in its full array of printed form. The questions are always wisely set by an "understanding" examiner to test the "urge and interest" of the candidates, their common sense and ability to see obvious lines of development in our complex modern life, rather than to demand explication of economic thought and organizative problems in which advanced students are able to reveal analytic ability.

In so full a syllabus as this Part II undoubtedly is, the teacher ought to decide upon certain outstanding elementary themes of development and be satisfied with them. They will satisfy the needs of the *average* candidate and be sufficient for answering the examination paper. Nor will the latter, I believe, demand more in its *average incidence* of questions. This means clever, selective treatment by a well-versed teacher, and not an attempt to cover the whole syllabus by intensive instruction. This is admittedly a wise precaution; the syllabus can be subjected to academic criticism because in it there are certain "grounds" marked out into which it would be unwise and almost impossible to take our average modern boys and girls for serious study.

In regard to *social* history, perils lurk in its elusive nature. Girls are much more interested in its facts and fashions than boys. Generally, questions on this subject are the least satisfactorily answered, although the questions themselves may be simple and straightforward. This section of the new syllabus will be the chief obstruction if teachers are too conscientious in their handling of it. Much time and labour will be spent for far too little profit, especially in boys' schools. It is, therefore, suggested that it is preferable to allow social history as such to be built up incidentally by instruction and reading when the main elements of the economic history are being dealt with. The best media for social history is the historical novel: youth delights in such reading. If it be discreetly chosen and "set" for private reading, much more good will result for pupils of this age than from any series of lessons given on the subject. Moreover, there are, unfortunately, scarcely any purely social history text-books which can subserve the purpose of sound instruction in secondary schools: the true books are too big, too heavy and too expensive, *e.g.* Salzman's *English Life in the Middle Ages* (O.U.P., 7s. 6d.); Turberville's *English Men and Manners of the Eighteenth Century* (O.U.P., 10s.); Phillips and Tomkinson's *English Women in Life and Letters* (O.U.P., 10s.).

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The fewer the books used for the economic or industrial history the better. Those chosen should be " elementary " and undisguised " introductions " to the periods and themes. Much harm comes from text-books psychologically too heavy for the " age-group " : and confusion arises if several books, rather than one or two, are used as class books. Among many sound, small texts, the following merit consideration : *English Economic History*, by Southgate (Dent, 5s.) ; *Short Economic History of England*, by Waters (O.U.P., Part I, 1066–1750 ; Part II, 1750–1874, 4s. each part) ; *An Outline of British Economic History*, by Exelby (Pitman, 3s.) ; *Modern Industrial History* (London U.P., 3s.) ; and *The Nation at Work*, Vol. II (Harrap, 2s. 6d.), both by myself. For mechanical interests no work has yet been written which improves on the somewhat " old " *An Outline of Industrial History*, by Cressy (Macmillan, 4s.). Then, too, the admirable series of " Piers Plowman Histories " still rightly holds its own—the final volumes being of especial value : while the texts recently contributed by Mr. Bowman on industry and commerce are well worthy of commendation. To recommend Townsend Warner's classic *Landmarks in English Industrial History* (Blackie, 7s. 6d.) would seem to be gratuitous, for it must be highly valued by all who know it, despite its " age " and " date-limitations."*

It would be well if teachers of history in secondary and public schools, concerned in the training of youth for the examinations of the J.M. Board, accepted the offer of the Board in this matter : that the best interests of the vast majority of our men and women of to-morrow would be best served by the intellectual discipline of its educational requirements is hard to dispute.

An addendum should be added to the effect that in the Higher School Certificate Syllabus there is also a syllabus covering these specific historical interests for advanced study—a wise provision in our world of lively economic consciousness and mechanistic organization.

* The following books are also recommended for consideration : Allsopp, *An Introduction to English Industrial History* (Bell, 2s.) ; Derry, *Outlines of English Economic History* (Bell, 4s. 6d.) ; Davies, *The Nation at Work*, Vol. I, 1066–1714 (Harrap, 2s. 6d.) ; Welldon Finn, *Man and His Conquest of England* (Heinneman, 2s.) ; Social Histories : Gregg and Smith, *Introduction to English Social History* (Harrap, 10s. 6d.) ; Dance, *Outlines of British Social History* (Longman, 3s.) ; Wilton-Hall, *Social Life in England through the Centuries* (Blackie, 2s. 6d.) ; Guest, *A Social History of England* (Bell, 2s. 6d.) ; and Morgan's well-known texts of *Readings in Social History*. For a discussion of the pedagogic difficulties of teaching *Social* history, see my *Teaching of History in Schools* (Heinneman, 7s. 6d.).

FURTHER LETTERS TO A YOUNG HEAD MASTER

XIII.—SPEECHES AND ARTICLES ON EDUCATION: PRIMARY DUTY OF SCHOOLS

By W. JENKYN THOMAS, M.A., ex-Head Master of Hackney Downs School, formerly Grocers' Company's School

MY dear W.,

So you took my advice and avoided scholastic society entirely during your holiday and are glad you did so. I thought you would be. I quite agree with one of the conclusions to which you have come from mixing freely with non-scholastic society, namely that English people do not think half well enough of our educational system. When American teachers, taking advantage of the exchange scheme, come over here to take posts in English schools, they are astonished. They find that boys and girls in our schools are far more advanced at any given age than boys and girls in the schools in the United States in which they have been serving. Yet the Americans think the world of their education, and express their pride publicly in glowing terms. And they mean it. In our country no pride is taken in our education, and when popular writers and public speakers refer to it, it is more often than not to condemn it as rotten. It's a mad world, my masters.

You ask me what I have been doing while you have been away. I feel inclined to answer as Charlie Chan did on one occasion : " The Indian philosopher who sat under one tree for twenty years was an offensive busybody compared with me." By the way, do you know the stories in which the exploits of this Chinese detective are described ? If you don't, you should. You would enjoy them, if it were only for his quaintly expressed reflections. Here is one of them. " I have many times been witness when the impossible roused itself and occurred."

I am not quite sure that " Sometimes I sits and thinks, sometimes I just sits " has not applied to me. But I have certainly meditated on many things, among them being the reports of speeches on education and the articles on education which have been published in the newspapers. With regard to the speeches, judging by the reports —though I doubt whether it is just to do so, because the present day reporter's idea of what is suitable for publication is so peculiar—" to house the chaff and burn the grain " seems to be his guiding principle—I cannot help thinking that the audiences have had poor fare. Some of the speakers seem to have had a more or less " firm grasp of the obvious," but far too many have talked utter balderdash. I venture to apply this description even to Mr. H. G. Wells's paper at the British Association, " The primary business of the teacher," he said, " is to give the future citizen a picture of the world into which he has to go " How on earth can a teacher tell what picture the world will present even a year hence ? I have harboured the suspicion that what he really meant was that it was the duty of a teacher to propagate socialistic ideas, but I have come to the conclusion that I should be unjust to him if I believed that.

Talking of the British Association, are you sure that all the papers read there are scientific in the proper sense of the term ? That is, according to the *Oxford Concise Dictionary*, " according to rules laid down in science for testing soundness of conclusions, systematic, accurate." Personally, I doubt it. Some of those which I've read have seemed to me to be merely popular, as opposed to scientific.

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As for the articles on education which the editors of papers with huge circulations see fit to publish, they are as a rule to use a schoolboy phrase, mere tripe. The other day I read an article which contended that examinations are so utterly unreliable that they ought to be scrapped altogether. There is a certain amount of chanciness in examinations as in everything else in life, but the degree is absurdly exaggerated. You and I are assured that, by and large, examinations do justice. I could always foretell with substantial accuracy which of my boys would pass and which would fail, and I am sure you can, too. Far more often a boy whom I expected to fail would pass than a boy whom I expected to pass would fail. Every effort is being made now to remove chanciness, and with great and increasing success. And how on earth could we do without examinations?

You will perhaps think that I am very disgruntled at present. And who am I that I should question the omniscience of the highly-paid oracles of the popular Press or criticize papers read at the meetings of such an august body as the British Association?

I must admit that the Press has given publicity recently to one very sensible observation on education. Mr. Rex. Knight, of Aberdeen University, is the author. It is as follows, and it is horse sense: "Children left to themselves no more become civilized than fields left to themselves become gardens."

Did I tell you what I said to the Association of Education Committees when they did me the honour of inviting me to address their conference some years ago? I said, "I do not believe in self-determination. If a boy self-determines in my school, he gets it in the neck. When I say, in the neck, I am speaking figuratively. Anatomically speaking, he gets it lower down." The conference did not seem to disapprove.

I was honoured in the past several times by invitations from brother head masters to give away the prizes and speak at their speech days. This was what I generally used to say to the boys: "The world is full of people keen and anxious to supply you with ready made opinions. There are the newspapers, there are the public speakers, there are the writers of books and pamphlets, there are the societies for promoting this, that, or the other, there is the B.B.C. All these are doing their best to prevent you from thinking for yourselves. What I want you to do is to regard with suspicion anything that looks like a ready-made opinion. With regard to newspapers, by the grace of God they are not controlled by Government in this country, but they all support some political party or other. Much of even the news they publish is tendencious. That is to say, it is calculated to advance a particular cause. The news published may be true as far as it goes, but it does not necessarily contain the whole truth. And news that is unpalatable is often suppressed.

"The same criticism applies to public speakers, societies, books and pamphlets. I think there is a natural tendency to believe the printed word. Resist that tendency with all your might. The B.B.C. certainly tries to be impartial, but propaganda sometimes creeps in. What I want you to do is to think for yourselves. Try to find out the truth and the whole truth. Mind you, that is a very hard job. There is an old saying that truth lies at the bottom of a well. That means that it is very difficult to get at, and I do not wish for a moment to minimize the difficulty. But you will not be able to call yourselves educated unless you try with all your might to get at the truth. In particular, I want to warn you against slogans and parrot cries. You may possibly have heard of absinthe, a very intoxicating and injurious form of alcohol. Slogans and parrot cries are much more intoxicating and do much more harm than even absinthe. Absinthe only rots the body. Slogans and parrot cries rot the brain permanently and incurably."

I contend that the primary duty of schools is to teach pupils to think for themselves. I ask you to consider very earnestly at the beginning of a new school-year whether your school carries out that primary duty. To end up as usual in a lighter vein, have you heard this story, which was told some time ago by Lord Riddell? A certain American church published the following announcement. "At the morning service, Dr. Hulton will discuss 'Is the depression disappearing? If so, what lessons are we learning'? And Miss Williams will sing, 'Search me, O God.'"

Yours, &c., W. J. T.

THE EMPIRE IN TRANSITION

By Dr. F. J. C. HEARNSHAW, Emeritus Professor of History, University of London

FEW institutions have undergone changes so many or so great as the so-called British Empire. So vast, indeed, have some of them been that several eminent historians hold that continuity has actually been broken, and that on at least two occasions a new empire has risen, phoenix-like, out of the ashes of its predecessor. Thus Prof. A. P. Newton writes of the *Second British Empire*, while Sir Alfred Zimmern has a brilliant monograph on what he calls the *Third British Empire*, that is to say, the Empire as it exists at the present day.

What are the outstanding changes that justify the use of these rather startling expressions? The first great change occurred round about 1783 with the loss of the American Colonies: that lamentable event marked the break-up of the First British Empire. That Empire had been gradually built up since the beginning of the seventeenth century, in the East Indies, the West Indies, and the New World, mainly peacefully, by means of exploration, discovery, commerce, colonization. It was governed from Westminster under the old colonial or mercantile system, according to which the overseas dominions were regarded as estates to be worked for the benefit of the Mother Country. The

(*Continued on page* 560)

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application of this system led to discontent, culminating in revolt, especially in America; and with the triumph of the American rebels the old colonial system came to an end.

The Second British Empire, whose chronological limits may be given roughly as 1783–1914, was developed under a completely new policy on the part of the Imperial Government. The loss of the American colonies, which had also involved Great Britain in disastrous and expensive wars with France, Spain and Holland, had convinced both the Parliament and the people of this island that colonies are unprofitable appendages; that their commerce is not worth having; that they are unruly, ungrateful, rebellious; that they constantly embroil the Mother Country with her Continental neighbours; that their destiny in all cases is independence, and that, like fruit, when ripe they will inevitably fall from the parent tree. Hence the colonial policy of the British Government from 1783 onward was dictated by dislike, indifference, almost hostility. It was a policy of *laissez-faire*, of non-interference, of neglect. The colonies were left to go their own way; to manage their own affairs; to pay their own bills; to provide their own defence. There was nothing that the British Ministers desired more than to be allowed to forget the existence of the overseas dominions. Even so good an imperialist as Disraeli remarked in a letter to Lord Malmesbury (August 13, 1852), "These wretched colonies will all be independent in a few years, and are a millstone round our necks." Now, there was nothing that the colonies, on their side, desired more than to be left alone. The old mercantile system had hampered them on every hand and had fatally impeded their development. In the new conditions of freedom and virtual dependence—which still afforded them the protection of the shadow of the British flag—they flourished and expanded enormously. The British Dominion in India spread from the East Coast to the North-West Frontier; Canada, Australia, New Zealand, South Africa, all became the seats of prosperous and powerful communities. A Second British Empire, immeasurably vaster and more wealthy than the first, was established by Britons without apparent premeditation or design, as a by-product of their command of the sea.

Toward the close of the nineteenth century, when Germany, Italy, France, Belgium, Portugal and other powers all began to make a rush for overseas dominions —dependencies which would be sources of raw materials and markets for manufacturers—Great Britain woke to the value of her Empire, and began to ponder schemes of Imperial Federation It was the two wars, however, namely the Boer War of 1899–1902, and the World War of 1914–8, that, on the one hand, showed the Mother Country the vital importance of the co-operation of her Daughter Nations; and, on the other hand, revealed to the Daughter Nations the necessity of self government and of a voice in the determination of imperial policy. Hence, after the war, the Third British Empire was constituted—and confirmed by the Statute of Westminster of 1931—as a Commonwealth of free and equal Nations, united in a permanent alliance by their common allegiance to the Crown of their King-Emperor.

Three books recently published all deal with particular aspects of imperial history.

The Pioneers, Founders and Builders of the British Empire,[1] by Mr. C. Clark contains a series of forty-five short chapters, illustrated by an illuminating set of representations of the flags of the Empire. Mr. Clark sketches the work of "the pioneers, founders and builders" of the British overseas dominions. He tells his stories well, and the record of the achievements of such men as Blake, Wolfe, Clive, Cook, Stamford Raffles and Cecil Rhodes, is likely to stamp the leading facts of imperial development indelibly on the receptive memory.

The Crucial Problem of Imperial Development,[2] published on behalf of the Royal Empire Society, consists of reports of the proceedings of half a dozen conferences held in London respecting the general theme of imperial development. These conferences, of course, were concerned not with the past but with the present and the future. They give immensely valuable information concerning the resources of this Empire in general, and in particular of India and the great Dominions.

The third volume, *Empire Opportunities*,[3] admirably supplements the second. Quite independently, it covers the same ground and reaches the same general results. It contains eight studies by experts giving detailed information in turn respecting emigration in general, and opportunities for women in particular, in Canada, the Union of South Africa, Australia, New Zealand, Southern Rhodesia, East Africa.

[1] **The Pioneers, Founders and Builders of the British Empire.** By C. CLARK. (5s. The Mitre Press.)

[2] **The Crucial Problem of Imperial Development** (Royal Empire Society Imperial Studies, No. 15). (6s. net. Longmans.)

[3] **Empire Opportunities: a Survey of the Possibilities of Overseas Settlement.** Contributed by Dominions and other Experts. (7s. 6d. net. Blackie.)

According to the *Cambridge Bulletin*, the organ of the Cambridge University Press, a second volume in the new series, "The Cambridge Library of Modern Science" is in hand and will be a composite work entitled *Background to Modern Science*. Each section has been written by an authority and the whole is being edited by Dr. Joseph Needham and Walter Pagel.

* * *

The first fifty years of the Co-operative Society of England and Wales was described in a book by Mr. P. Redfern published in 1913. MESSRS. J. M. DENT & SONS, LTD., now announce a volume, *The New History of the C.W.S.*, also by Mr. Redfern, bringing the story of the movement up to date. Vol. III of *Costume and Fashion*, entitled *The Tudor Period*, by Herbert Norris, is also to be published in the autumn.

* * *

An Advance Autumn List has been prepared by MESSRS. MACMILLAN & CO. LTD. Among the school books mentioned we notice *Diversions for the Arithmetic Class*, by E. M. Renwick, a new book on school mathematics by L. Crosland, and a series of small books by Dr. H. J. Larcombe entitled *New Arithmetics for Junior Schools*. Mr. E. J. S. Lay is editing *Macmillan's Teaching in Practice for Seniors*, of which Vols. I–IV have been published, and Vols. V–VIII are promised for September.

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LATIN: WHICH WAY?

A PLEA FOR A NEW LANGUAGE COURSE

By W. F. GOSLING, M.A., Senior Classical Master, Lady Manners's School, Bakewell

THE accusation has long been levelled at the English as a nation that we are not linguists; and, as a corollary that the English schools are responsible for this deficiency. It is unfortunately true that we can show few Englishmen who know one language: and those who know more than one are *rarae aves*.

There is great justification, too, that the schools are responsible; for it is our methods which are wrong. We generally begin our children on their four or five years School Certificate Course with two languages, Latin and French. After two years the pupils are divided: those with a language bias are segregated for a predominantly arts course, the others for a predominantly science course. In the more fortunate schools, where three courses are possible, the pupils are divided into classical, modern languages and science groups. Generally speaking, the only common language of the two or three groups is French.

So far as the science group is concerned the two years spent on Latin have for all practical purposes been wasted. The pupils have not made sufficient progress in the language to realize its value in the study of French, or for that matter, of the mere English words that go to make up their scientific nomenclature. The case of those who take up French and German or French and Spanish is no better. Again their acquaintance with Latin is of too slight a nature: while in the case of German they are embarking on altogether strange seas.

What of the third group, the classical group? Here the situation is better: the pupils pursue the study of Latin to an intensive degree and in the course of time such a study must help them with their French. But, generally speaking, the two languages are never avowedly correlated by the teaching staff and for such pupils the study of the classics is the main thing and French a mere parergon.

Is there not something wrong here? What justification is there in the case of the vast majority of children for the learning of Latin as a be-all in itself? Much has been written to defend such learning, and for a chosen few the defence is well-pleaded. But for the majority, Latin must be studied with an end in view and it is here where our schools, examinations and universities break down.

Latin forms the essential basis of French, Italian and Spanish. They cannot be studied adequately and known without a sound acquaintance with Latin. In our schools to-day it can be claimed that many pupils (*v.* the School Certificate results) are given a sound knowledge of Latin, and yet there is no school where any attempt is made to build upon this foundation.

When a pupil has gained his School Certificate, one of three things happens. Either he leaves school and his Latin is forgotten: or he studies an intensive arts course for the Higher Certificate, keeping his Latin merely up to subsidiary standard, but concentrating on English, history, French and the like; or he studies for Group I of the Higher Certificate Course, the purely classical group, demanding, by its standard, all his energies. In other words no attempt is made to make material use of the Latin which has been learnt so laboriously and taught with so much verve.

Can any solution be found whereby the obvious disciplinary advantages in the learning of Latin can be allied to the material advantages to be gained from its intensive study? Is it possible to suggest a course whereby the present objections levelled at the teaching of Latin can be answered, and a positive plea for its retention as a main subject be justifiably made? In the writer's opinion the solution lies in the hands of the various examining boards and in the universities. The boards, in the first place, might introduce a new modern language group, consisting of three principal subjects, (French, Spanish, Italian) or alternatively of two principal and subsidiary subjects (Latin being a subsidiary). Such a group would make it imperative for a pupil to take Latin up to the School Certificate standard, after which it would form the basis of the new language. There is not the least doubt that a pupil with any language ability at all would have no difficulty in reaching a fairly high standard in Italian and Spanish in the two years allotted to the Higher Certificate course, armed as he would be with Latin and French. The writer can vouch for the truly remarkable facility which a group of classical students have shown in acquiring Spanish during a few odd moments out of school.

To make such a scheme effective, however, the universities would have to come into line and give facilities for the taking of a degree in the three languages. Obviously many pupils who take a Higher Certificate course have intentions of proceeding to a university and there would be little point in an intensive study of the Romance languages at school without the possibility of furthering the study at a university. Further, the universities would have to offer scholarships to the schools in Romance languages to attract the intellectuals.

There are objections, of course, to the scheme. First, there are at the moment very few teachers qualified to superintend such a course. But the difficulty is not insurmountable. There are many qualified Spanish, as well as French, teachers, and some who can combine or quickly acquire a certain knowledge of Italian. The standard of achievement demanded might be kept reasonably low until the flow of trilingual teachers from the universities, created by the demand, gave impetus to the study.

It will be objected that the Teutonic languages find no place in the scheme. The scheme, however, applies only to the course of study after the School Certificate

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and those pupils who now specialize in modern languages (including German) before the School Certificate would continue to do so; and in the case of the pupils studying the Romance languages, the very fact that they have mastered three languages will give them a taste for mastering a fourth.

Finally it may be objected that the scheme will jeopardize the existence of the classics as a Higher Certificate and university subject. In reply it can be urged that the classics have successfully faced the very strong attack of the sciences, and their *raison d'être* lies in themselves.

TOPICS AND EVENTS

Royal Society of Teachers.—Representations have been made to the Teachers' Registration Council that the early commencement of the summer vacation, and the varying dates at which training and other courses are concluded, may occasion some hardship to applicants wishing to avail themselves of the special terms offered by the Council to younger teachers. The Council now makes the important announcement that the period during which the temporary concessions in respect of fee shall operate will be extended until December 31, 1938. The effect of this extension is, therefore, that all persons who have qualified since 1931 will be eligible for Registration and Membership of the Royal Society of Teachers on payment of a fee of one pound, provided that their applications are submitted before December 31st next.

* * *

The Association for Education in Citizenship.—Two Conferences are being arranged for October. A Conference at Birmingham will discuss "The Meaning of Citizenship," and will be held at the University, from October 8–10. Mr. Anthony Eden, M.P., and Sir Norman Angell are amongst the speakers. The second Conference will be at Bristol, on "Education for Democracy and the Modern World," from October 14–16. Lord Allen of Hurtwood will give the introductory speech on "Democracy —Britain's need of a Political Religion," and amongst other speakers are Miss Rathbone, M.P., Prof. N. F. Hall, John Bell, Gordon Barry, W. McG. Eagar and Harold Shearman. Full particulars can be obtained from the Secretary at the Association's Offices, 10 Victoria Street, S.W. 1.

* * *

The Association of Special Libraries and Information Bureaux.—The Association will hold its Fifteenth Annual Conference at Lady Margaret Hall, Oxford, during the week-end, September 23 to 26, 1938, under the Presidency of Sir William Beveridge, K.C.B. The ASLIB Conference will overlap the end of the Fourteenth International Conference of the International Federation for Documentation (formerly the International Institute of Documentation), which is being held in the same building from September 21 to 26, 1938, under the Presidency of Sir William Bragg, F.R.S. Joint sessions will be held at the week-end. Further information can be obtained from the General Secretary, Miss E. M. R. Ditmas, Association of Special Libraries and Information Bureaux, 31 Museum Street, London, W.C. 1.

* * *

Optical Aids.—The Board of Education has published a pamphlet entitled "Optical Aids" (Educational Pamphlet No. 115), H.M. Stationery Office, price 1s. 6d, covering not merely the use of the cinematograph but the standard lantern, the film strip, the film slide and the epidiascope by which opaque material, namely, books or picture post cards, can be projected by the teacher. The pamphlet is designed to give technical advice and suggestions on optical projection to local education authorities and teachers. Among the subjects dealt with are the selection of cine-projectors and screens, the arrangements for projection in the hall and in the class-room, the possibilities of daylight projection, the planning and adaptation of buildings, the organization of the supply of projectors and projection material and the instruction of teachers in the technical problems involved in using these aids. Appendices to the pamphlet contain directions for making screens, for mounting mirrors for back projection and for adapting the standard lantern to the projection of film strips and film slides.

* * *

History Teaching in Relation to World Citizenship.—The League of Nations Union has published a booklet, price 6d., under this title. It is the third of the series of suggestions for teachers which the Education Committee of the League undertook to prepare as a result of the Board of Education's inquiry and report on "The League of Nations and the Schools." It is a careful survey of the present position and its recommendation will be most helpful to education authorities and teachers.

* * *

New Statue of David Livingstone at the Imperial Institute.—A valuable addition to the collection of statuettes of Empire Builders in the galleries at the Imperial Institute, South Kensington, is the figure of David Livingstone (1813–73), which has been placed in the Northern Rhodesian Court. The cost of the statuette has been defrayed by the Northern Rhodesian Government, to whom a replica is being sent to Salisbury. This statuette, like those of Cabot, Van Riebeeck, Raffles and Brooke, which immediately preceded it in the collection, is a bronze of half-life-size, and the work of Mr. Herbert H. Cawood, the sculptor, a native of Sheffield. It shows the great missionary and explorer in a simple pose, wearing a suit of sail cloth, hessian boots and a cap similar to that worn by British naval officers of his day, with a handkerchief hanging from the back of it and falling over his neck as protection from the heat of the sun.

* * *

Morley College.—The aim of the College, which was founded some fifty years ago in connexion with the "Old Vic" and has now over 3,000 students, is to give to men and women who are at work during the day, an opportunity of studying in the evenings subjects in which they are interested—not for examination purposes—but for their own sakes. No classes in technical and commercial subjects are held, and the College is non-political and non-sectarian. Public lectures will be given on Tuesday evenings in the autumn term on the subject of Contemporary Art and Literature. These will be followed in the Easter term by a course on The World To-Day. Classes will be held in economics, political theory, sociology, philosophy, clear thinking, current events, medieval and English history, history of London, English language and literature, dramatic production, play reading, the contemporary theatre, public speaking, speech training, drawing and painting, contemporary art, photography, biology, physiology, first-aid, home nursing and infant care, modern languages (including Russian), Latin, Greek, music, "Keep Fit" classes, gymnastics, folk, Greek and ballet dancing, fencing, &c. Special courses are being arranged for social workers, both voluntary and professional. Students will be enrolled from September 19–23 for the classes commencing this year on September 26. Full details and prospectus can be obtained from the Secretary of the College.

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FOREIGN AND DOMINION NOTES

HUNGARY

Hungarian education is under the closest supervision of the State and is intimately connected with the Catholic Church, and in a recent article, M. Ferenč Kemény, Chief Royal Director of Education in Budapest, gave evidence of this in a comprehensive survey of the whole system.

Administration.

The supreme authority is the Royal Hungarian Ministry for Public Worship and Instruction—a significant dual office—who is advised by a National Educational Council and a similar body for Industrial and Commercial Training. A measure of Decentralization was effected by the law of 1935, when the country was divided into eight districts each directly supervised by a Chief Director of Education and by approved outside experts, primary schools being supervised by visiting inspectors.

Organization.

" The educational system is very similar to that in other civilized countries," asserts M. Kemény : kindergartens for ages 2 to 6 ; primary schools for ages 7 to 10 or 14 ; higher primary schools for ages 11 to 14 ; secondary schools for ages 11 to 18 ; intermediate technical schools ; kindergarten women teachers' training schools for ages 15 to 18 ; primary teachers' training schools for ages 15 to 19 ; and finally, universities, secondary school teachers' training institutes and technical academies for ages 19 to 23. The schools are maintained by the State, or are denominational, municipal or private ; the majority of kindergarten, secondary and primary grade evening schools being run by the State, primary and teachers' training schools being denominational, and, with four exceptions, advanced commercial and technical evening schools are municipal and private institutions. There is compulsory daily school attendance from 6 to 12 and till 15 at evening continuation schools. At the moment, an extension is being undertaken gradually up to 14 and 18 respectively.

Kindergartens.

The first nursery school was founded so far back as 1828 under the inspiration of Pestalozzi and Wilderspin, and now most of the State schools work under the Froebel system, though there are a number of private Montessori schools. Budapest has eighty-three kindergartens.

Primary Schools.

Hungary's cultural policy has as its basis the primary schools where the " chief aim is not the mere acquiring of knowledge but the development of social techniques, education by action and the fostering of individual methods of expression." The 1935 reform provided for the compulsory written preparation of all lessons for submission to the head masters, and to inspectors when present ; a measure which has been received with mixed feelings by the teachers. There are 119 such schools in Budapest, over 47,000 pupils and 1,768 teachers who have been trained by special seminaries connected with boarding schools and six-standard practice-schools attached.

For the National Minorities.

For the minorities there are three types of primary schools : those in which the minority language is used for teaching with Magyar as a compulsory subject, those in which both languages are used for teaching, and those in which Magyar is the teaching language and the minority language is compulsory.

Higher Primary Schools.

The higher primary schools, introduced in 1868 on the model of the Austrian *Hauptschule*, provide children from 10 to 14 with a practical education ; the original intention was a six-year course and at present there is an effort being made to extend it to eight years. There are twenty-four boys' and twenty-nine girls' such schools in Budapest. The training of teachers is dealt with by an advanced school at the four universities in a four-year cou se.

Secondary Schools.

M. Kemény says of secondary schools that " their task is to train scholars on a *denominational* basis into upright citizens, to equip them with a higher general education in the *national* spirit, and to make them capable of the necessary intellectual work for advanced study " (our italics). Until the reform of 1935, these schools were of the various types of those of the old Austrian regime in which Latin was the deciding factor ; but in that year a standard *Gymnasium* for both sexes was introduced, in which Latin is taught in all eight forms and is compulsory in the four lowest, German is begun in the second form and French, English or Italian are choices for the second compulsory foreign language for the four top forms. After the eighth form, there is a leaving examination which serves as a university entrance examination. There are two boys' and four girls' *gymnasia* in Budapest, teachers' training for which is similar to that for the higher primary schools, with an additional " practice " year, but the Eötvös College serves as a special training school.

Psycho-Therapeutic Institutes.

The education of physical and mental defectives is undertaken by various special schools, which are aided by the State Psycho-Therapeutic Laboratory and by an independent association which publishes literature on the subject, and a special teachers' training school was founded in 1925 with a three-year course. It is of interest to note that the first Hungarian institute for deaf-mutes was founded as far back as 1802.

Adult Education.

Post-school education is cared for by a special department of the Ministry, and in 1921 a national committee was instituted with provincial branch offices. Most municipalities have " homes of culture " providing libraries, lectures and dramatic performances all organized by the primary school teachers.

Physical Education.

The Magyars have long been noted for their physical culture, and gymnastics and games are compulsory for *all* institutions and, in advanced schools, for three hours a week in addition to a special games afternoon, with the ultimate hope of one hour every afternoon. On leaving school, young people up to 21 find their exercise provided by a variety of youth organizations. Instructors are trained in a State Academy assisted by a National Committee. As a result of all this activity, Hungary gained second place in the 1936 Olympiad on a proportional population calculation.

Educational Science.

Modern tendencies and theories are always given careful consideration and at the four universities there are Chairs of Pedagogy and lectureships for various branches of teaching, with all necessary technical equipment. The methods of Decroly, Ferrière and Steiner are applied in two private " new schools," and modern theories are discussed in the periodical " On the Highways of the Future " and in the many teachers' associations.

Popular Interest in Education.

Two institutions peculiar to Hungary are the Associations for the Self-Education of Scholars and the National Study Contest. The former had their origin at the end of the eighteenth century, their purpose being the literary, artistic and philosophic advancement of the upper forms of secondary schools ; other associations, formed since, foster other subjects and physical culture. The National Study Contest in Magyar literature and other subjects for secondary school students is held annually to discover specially talented pupils for recommendation to the appropriate quarters and for assistance from the " Horthy " scholarships recently founded.

[Received : *Informations Pédagogiques Internationales : Internationale Zeitschrift für Erziehung.*]

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PRIZE COMPETITIONS

The winner of the August Competition is " Cairn," *proxime accessit* " Bubenberg."

Will " Hesperus " and " A. J. O.," winners of the June and July prizes respectively, please send their names and addresses if they have not already done so (not received by us at date of going to press).

We classify the forty-one versions received as follows :

Class I.—Cairn, Bubenberg, Brive, Memus, Superannuated, B. I. B., H. S. W., June, Strephon, Dumm, J. R.

Class II.—Trina, J. E. M., Martin, Brunhilde, G. D., Yolanda, Hesperus, Woodlea, Atlantis, H. R., Mousmée, R. E., Arminius, Als Ob, Argentea, Blackwing, Fidelis, A. W. B., Antaeus, Yendu, Ex Or, Lee Anderson, Silsden, Sinister, Mesh.

Class III.—Towie, Felice, D. L. H., Old Trident, Onyx.

EXTRACT FROM A LETTER: GOETHE TO HETZLER

d. 14 Juli, 1770.

Trapp hielt mich für todt ; und für was werden Sie mich halten ? denn ich binn Ihnen eine Antwort länger schuldig als ihm. Sie kennen mich aber zugut, theuerster Freund, als dass Sie zu meinem Stillschweigen eine unwahrscheinliche Ursache aufgraben sollten. Ich binn immer nachlässiger als ich beschäfftigt binn, und weil ich nichts zu thun hatte, oder nichts thun wollte, ist Ihr Brief auch unbeantwortet geblieben. Nun bin ich endlich einmal dran, Ihnen zu sagen, dass ich Sie liebe, und dass ich mich freue, Sie noch immer als einen wachenden Schüler der Musen zu sehen. Sie sind mir ein guter Mann, und haben mich lieb ; aber Sie halten mich doch für zu weise und sich selbst zu gering, da Sie mir Fragen vorlegen, die ich Ihnen weder deutlich noch kurz, Ihre Erfahrung und eigne Empfindung aber sehr leicht beantworten kann. Nur ein wenig Geduld ; Und, wenn ich Ihnen rathen darf, so werden Sie mehr Vortheil finden, zu suchen wo Schönheit seyn möchte als ängstlich zu fragen was sie ist. Einmal für allemal bleibt sie unerklärlich ; Sie erscheint uns wie im Traum, wenn wir die Wercke der grossen Dichter und Mahler, kurz, aller empfindenden Künstler betrachten ; es ist ein schwimmendes glänzendes Schattenbild, dessen Umriss keine Definition hascht.

Mendelssohn und andre, deren Schüler unser Herr Recktor ist, haben versucht die Schönheit wie einen Schmetterling zu fangen, und mit Stecknadeln, für den neugierigen Betrachter festzustecken ; es ist ihnen gelungen ; doch es ist nicht anders damit, als mit dem Schmetterlingsfang ; das arme Thier zittert im Netze, streifft sich die schönsten Farben ab ; und wenn man es ja unversehrt erwischt, so stickt es doch endlich steif und leblos da ; der Leichnam ist nicht das g a n z e Thier, es gehört noch etwas dazu, noch ein Hauptstück, und bei d e r Gelegenheit, wie bey ieder andern, ein sehr hauptsächliches Hauptstück : das Leben, der Geist der alles schön macht.

TRANSLATED BY " CAIRN "

Trapp thought me dead ; and what will you think me, for I owe you an answer longer than I did him ? However, my very dear friend, you know me better than to go ferreting out some unlikely cause for my silence. I am always more negligent than busy, and because I had nothing to do or wanted to do nothing your letter too has remained unanswered. Now at last I have got so far and tell you that I love you and that I am happy to see you are still an eager student of the Muses. You are, I know, a good fellow and you are fond of me, but you think too much of my wisdom and set too little value on yourself in putting questions to me which I can answer neither clearly nor briefly, but which your own experience and your own sensibility can quite easily answer. Just have a little patience : and, if I may give you a piece of advice—you will get more benefit from seeking where beauty may be found than from anxiously asking what beauty is. Once and for all it remains inexplicable. It appears to us as in a dream when we study the works of the great poets and painters, in short, of all sensitive artists. It is a wavering, gleaming shadowy vision whose outline no definition can catch.

Mendelssohn, and others, of whom our Rector is a pupil, have tried to catch beauty like a butterfly and to pin it down for the curious observer. They have succeeded : but with beauty it is just as it is with the butterfly—the poor thing quivers in the net, brushes off its most beautiful colours, and, even if one captures it undamaged, it sticks there stiff and lifeless in the end. The dead body is not the whole creature, something more is needed, one essential part, and here as in every other case, a supremely essential part —the life, the spirit which makes everything beautiful.

We were pleased to see an increase in the number of competitors in German, and if they did not provide us with quite the ideal rendering there were several very good ones to choose from.

Let us say at once that—despite a roughly equal division of opinion among competitors and a majority against us in Class I—we side with those who translated *das Leben* by *Life* without the *the*. " Cairn " disagreed, and " Bubenberg," whose version was in places more polished than the winner's, pleased us still less with this sentence : *the life, the spirit that gives beauty to the whole.*

" Cairn " also left untranslated the *fang* in *Schmetterlingsfang* (butterfly-catching). " Brive " left us in uncertainty by translating too loosely here and there, writing *with no definite outline* for *dessen Umriss*, etc., and again *amongst whom our Lord Rector is to be numbered.* For that sentence, by the way, we liked *to whose school our Rector* (Principal, Vice-Chancellor or what you will) *belongs* : " June," " Dumm," " H. R.," and " Als Ob" all lighted upon this rendering. " Memus," like many others, failed to identify the ethic dative *mir* in *Sie sind mir ein guter Mann.* It does not mean *you are good to me*, or anything of that sort. With just a little more attention to style, " Memus " should bear off the prize one of these months. " Superannuated " shows a notable improvement. " B. I. B.," after a careful first paragraph, seems to have hurried over the second. " H. S. W." gave us the best version of the *Nun bin ich endlich . . .* sentence : *I have at last got to the point of telling you of my affection for you, and of the pleasure it gives me to see that you are still an unsleeping follower of the Muses.* But we could find no warrant for his decision to run two sentences together and say *Bear with me a little if I venture to offer you a piece of advice.*

Class I—very select—did not admit any serious grammatical mistake or misunderstanding of a word. Class II translations had from one to two mistakes —" slips," doubtless, in some cases, but with such keen competition we cannot make allowances for human weakness. Thus, " Trina " had *once more* for *endlich einmal ;* " J. E. M." (for the most part excellent) left out a whole phrase (she also thought *wachend* meant *awaking*) ; " Martin," we suppose, could not find *erwischt*, and left a blank ; " Brunhilde " marred a promising entry by several unnecessary inexactitudes, while " G. D." had some slipshod sentences. The next

(*Continued on page* 570)

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three translators were among the eight who apparently took *hielt* to be the present tense.

I owe you one answer more was " Atlantis's " rendering of *Ich bin Ihnen eine Antwort länger schuldig*. We could not account for " Mousmée's " rendering of *empfindenden* by *experienced*, and " H. R.'s " *unawares* for *unversehrt* was equally obscure until we came to " Felice's " *unexpectedly* and realized that the German word had been confused with *unversehen*.

We were disappointed by " Als Ob," who could make Goethe address his friend as " old chap " and then produce such an admirable sentence as " you will find more advantage in the quest of beauty than in anxious speculation as to its nature." " Als Ob " also has a penchant for adding embellishments not supplied by the author, and this makes our task doubly difficult, besides being a breach of the Translator's Decalogue. Another old friend in low water was " Ex Or " ; it is not often that we can accuse him of a " howler," but what are we to call *account for my silence by digging me a problematical grave ?*

A mistake of a kind easily made, but one which will, we imagine, annoy the makers, was the translation of the third sentence by *I am always more negligent when I am busy*. *When* with the present tense would of course have been *wenn*. This misfortune mainly accounted for the position of our veterans " Fidelis " and " Yendu," and there were other victims.

Several competitors looked up *stickt* in their dictionaries and, finding an obscure verb *sticken* with the same meaning as *ersticken*, very naturally thought of " killing-bottles " and concluded that the butterfly was *stifled*. If they had looked a little further they would have discovered that *stickt* is also an alternative form (rather antiquated) of the present tense of *stecken*, so that it means simply *sticks*, or as we might rather say, *is stuck*.

The competitors in Class III need more practice in German, which we hope they will give themselves, in part, by persevering with our competitions. " Felice " lost marks by rendering into highly Germanic prose the sentence *da Sie mir Fragen vorlegen . . .* She must learn to rearrange. " Old Trident " surprised us by ignoring the capital S in *Sie* and writing throughout *they* instead of *you*, which of course made a sad mess of things.

In the early stages of learning a language we are taught that so-and-so means so-and-so, and we are all, as translators, handicapped by these too definite impressions. Unless we are constantly on our guard, our minds tend to work like penny-in-the-slot machines. Into the slots marked *zittern* and *Tier* (for example) go our pennies and out come the tickets marked *tremble* and *animal*. But what English writer would call a butterfly an animal, or refer to it as trembling ? *Tier* has a much wider significance than *animal*, and *zittern*, while it is often well translated as *tremble*, may be *shake*, *shiver*, *quiver*, or *flutter*—the last being the most appropriate here.

The Prize Editor's intermittent interest in stamp-collecting was stimulated this month by envelopes from Germany and Switzerland and one from which the rays of the sun were reflected with more than Oriental splendour. It came from a reader of *The Journal of Education* in Ecuador, " El Demopedista," who sent us " as a mere amusement " his attempt at a rendering into English of the poem by Ramón de Campoamor set for July. Considering the great difficulty of transferring poetic thought from one's native tongue into another, we thought it no bad effort, except for the middle verse, which contains inversions impossible in English. " El Demopedista " will have read with interest the prize-winning translation by " A. J. O."

A Prize of Two Guineas is offered for the best translation of the following passage from an article in *Les Nouvelles Littéraires* (July 16, 1938).

L'amour de la tradition implique l'habitude du conformisme, mais on risquerait fort de ne rien comprendre à l'âme britannique, si l'on oubliait, ne fût-ce que momentanément, qu'un Anglais ne se conforme précisément qu'à une coutume, à une habitude collective qui est aussi la sienne, et non pas à une règle imposée du dehors ni même à une formule que lui dicterait clairement sa propre raison. L'impératif catégorique n'est pas une notion anglaise, et faire son devoir, pour un Anglais, est autre chose que d'obéir à un commandement. Entre la discipline anglo-saxonne et la réglementation prussienne il y a toute la différence qui sépare l'équipe du régiment et le manoir familial de la caserne. Toutes les salles à manger anglaises se ressemblent et on y dîne partout à la même heure, mais ce n'est pas parce qu'un délégué de l'Etat ou une commission savante ont choisi l'heure et fixé la forme de la table et la couleur des papiers peints. L'uniformité relative de la vie et des mœurs anglaises s'explique non par une contrainte ni même par une obligation librement consentie, mais par la similitude innée des goûts et des besoins dont on ne se rend même pas compte, bien loin de vouloir la mettre en formules. L'Angleterre est le seul pays européen qui ne possède ni Constitution écrite, ni code pénal, ni code civil, ni réglementation écrite du procès civil ou criminel. Le droit anglais est une coutume, une tradition vivante qui, elle aussi, est toujours préservée tout en changeant toujours.

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All entries for this month's competition, which must be accompanied by the coupon printed on page 551, *must reach the office by the first post on October* 1, 1938, *addressed* " PRIZE EDITOR," The Journal of Education, *Ludgate Broadway, E.C.* 4.

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The Informative Content of Education

When a year ago Mr. H. G. Wells delivered his presidential address to Section L of the British Association, his proposals for ensuring a prescribed and progressive syllabus of information in education (the "informative content" as he called it), were received with keen interest and aroused a good deal of discussion.

The Education Section very wisely appointed a Research Committee under the Chairmanship of Sir Richard Gregory, to "consider and report on the gaps in the informative content of education with special reference to the curricula of schools." This Committee has just presented at the Cambridge meeting an interim report that gives evidence of a close and useful investigation, and we may add that the lucidity of the style and presentation of the report justify the tributes paid both by Sir Richard and by Mr. Wells to the Secretary of the Committee, Mr. A. E. Henshall.

The method followed by the Committee was to send out a *questionnaire* to selected schools representative of the three main groups. The purpose of this *questionnaire* was to inquire to what extent part or all of Mr. Wells's suggested scheme of instruction was being taken, and what parts were or should be excluded, and in brief to describe any reasons for the exclusion of various sections of this scheme.

Mr. Wells had divided his curriculum into several grades, of which the first three were intended to apply to pupils of (*a*) 5 to 7, (*b*) 7 to 11, and (*c*) 11 to 14. These grades correspond to the divisions of the primary school

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system into schools for infants, juniors and seniors. Moreover there are pupils of grade (*c*) in the preparatory and secondary schools.

The details of the proposed curriculum with its emphasis on history, geography, personal sociology and science have been described at length on previous occasions and are closely analysed in the Committee's report. It was found, as might have been expected, that a good deal of what Mr. Wells had advocated (and what certain sections of the educational Press disputed) was in fact being carried out in some of the schools even where it was not actually labelled in the same terms as he had used.

There was, however, a consensus of opinion that the informative content of education as outlined by him was both too wide in scope to be covered during the present school life of the great majority of the children, and too advanced in its demands upon the capacity of the pupils for whom the various sections of the subjects were suggested. The case of the infants' schools well illustrates this contention. Experienced head mistresses pointed out that in these schools, nowadays, the emphasis is placed on the development of the child rather than upon the information taught. Only at a later age do the infants learn to appreciate differences in time; factual information comes through their experiences but cannot be directly taught unless in exceptional cases.

On the other hand, a surprising amount of history and geography in accordance with his proposals was found to be taught in junior and senior schools, though it was felt that Mr. Wells had rather underestimated the time required. Few people would have imagined that "The Coming of Aryan-Speaking Peoples," "The Construction of Roads" and the "Establishment of the Persian, Macedonian and Roman Empires" were actually taught in junior schools, *i.e.* to pupils of 7–11 years of age. Yet these were noted in replies from certain junior schools. In contrast, it is fair to say that the science teaching both in these and in the senior schools falls below what might reasonably be required in these modern days. Lack of equipment and of specialized teachers are doubtless the main reasons. But let us take heart: at the same meetings of Section L a Middlesbrough head mistress described how her senior school girls made their own telephones from one class-room to another, kept gardens, aquaria and birds or animals, wired their own dolls' houses, studied hot water systems and learned in these and other ways a great deal of physics, chemistry, electricity and biology—probably without realizing it. So much, in fact, depends on the teacher; it is he or she who is the corner-stone on whom the success or failure of any scheme of instruction must ultimately depend.

So far as secondary and preparatory schools are concerned, the Committee was somewhat hindered by the inadequate response to its inquiries; only nine out of twenty *questionnaires* were received from secondary schools, and there was in several cases an absence of sympathetic reaction to the proposals, in contrast to the attitude of the senior schools.

The preparatory schools are, of course, dominated by one specific requirement—the preparation of the pupil for entry to the public school. As one correspondent put it:

"The fact is that our present curriculum takes a normal boy all his time to assimilate, whether he works for the Naval Entrance Examination, the Common Entrance Examination or a Scholarship Examination. We must leave the public schools something to teach their boys. Facts, not ideas, come more easily to boys between the ages of 11 to 14, therefore make hay. . . . We hate teaching theories and politics to boys, unable to refute successfully what is told them; it's unsporting and un-British."

But the head master of a leading secondary school observed more sanely that the consideration of Mr. Wells's scheme "has value if only to encourage the taking of a wider and more fundamental view of the schoolmaster's objects."

On the whole, little fault could be found with the science teaching in secondary schools, except, possibly, that it is not sufficiently integrated. The Committee found that much of the history and geography taken correspond with Mr. Wells's proposals. The social mechanism (economics) which he advocates is felt to be beyond the capacity of pupils of 11 to 14. There was a general consensus of opinion too, that personal sociology which includes such matters as political, philosophical and religious theories cannot be taken until pupils have attained the sixth form, *i.e.* when they are 16 to 18.

The pronounced opposition to the inclusion of these two subjects for pupils of this age lends emphasis to the fact that Mr. Wells had somewhat over-estimated the capacity of the average pupil in certain respects: they are not mature enough until they have emerged from puberty to comprehend general ideas of politics and religion, and are unable to form considered judgments on them.

Another point emphasized by the Committee is the limiting effect on the curriculum of the school examinations. The preparation for these has to be thorough, and the detailed knowledge required must inevitably limit the scope of the work attempted. The modern or senior schools are free from the demands of examinations, and can experiment more widely in various directions. Whether the thoroughness of preparation is or is not more valuable in the long run than an alternative measure of greater freedom is a question which cannot be answered without prolonged inquiry.

The Committee has of course only presented an interim report. It still has to examine more closely how far the actual teaching in the schools, regardless of the terminology employed, does cover the various sections of the proposals made by Mr. Wells. It will have to investigate to what extent the various subjects of the curriculum can be considered as instruments of learning and as a means for the preparation of pupils for life. But the patient and careful inquiry it has already conducted has yielded valuable results and justifies the belief that its final report will throw light on many obscure problems.

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OCCASIONAL NOTES

AS was well said by the Mayor of Cambridge at the inaugural meeting, the British Association was not visiting Cambridge so much as "coming home," for the fourth time since 1833. Cambridge does indeed provide a congenial home to an Association whose aim is the advancement of science. Thus it was appropriate that the proposal for a new Division to consider the social and international relations of science should be mooted at Cambridge. Welcome, too, was the suggestion that the sister Association in America should work in close co-operation with the British Association in this new sphere. The General Committee of the British Association gave a hearty reception to the new proposal, which will be implemented in due course. It is also likely that the present annual report may be replaced by a more convenient record of transactions published quarterly.

The British Association at Cambridge:

THE President of Section L for 1938 is Mr. John Sargent, the Director of Education for Essex, who leaves for India in October as the new Commissioner for Education. His presidential address on "The Function of Administration in Public Education" is the fruit of a long and wide experience. Mr. Sargent fears that the personnel of education authorities is deteriorating, owing to the greatly increased demands on the time of the "unpaid" as he called them. The type of member who could give freely of his leisure time to local government is diminishing in numbers, and there is a danger of his independent outlook being replaced by the propagandist and the politically-minded member. We hope that this view is too pessimistic, though there was significant applause when Mr. Sargent declared that the extension of politics into education was a disaster. And there was a pleasant grimness in his reminder that the remedy would come when people came to fear being governed by others worse than themselves.

The Education Section:

MR. SARGENT touched briefly on two points that are of topical importance. One is the future of local authorities, a matter which reorganization will soon raise in an acute form. As he pointed out, in size, area, and powers there are extreme divergencies between authorities: the smallest covers two square miles and has 8,000 inhabitants: the largest covers an area whose population is 3,000,000. These divergencies must be reduced if efficiency is not to suffer. The other point is the training and status of chief education officers, in which he emphasized their need for a philosophy of life. The most dangerous administrator, he believed, is the one "who has been too long a teacher and who imagines that he knows how to teach teachers to do their job." The most efficient is he who can justify the dictum that "whate'er is best administered is best.' A conclusion with which few can find fault.

The Future of Local Authorities.

IN a lecture to the City of London Vacation Course Mr. Frank Roscoe said that women students at universities were over-conscientious. As he suggested, some forty years ago, when Mr. Roscoe was himself at Oxford, women students were there solely to justify the higher learning for women. That task has been triumphantly accomplished. But the question arises whether, at Oxford and Cambridge especially, the intellectual standards demanded from women are not too high. What is good for the gander should be good for the goose. Both universities would stand to lose if their advantages were restricted to the intellectual *élite* in the case of men. There are many professions, such as colonial administration, agriculture and engineering, in which qualities other than pure intellect are of importance. By the same token, our country and empire would profit by the services of well-trained women whose intellectual standards would not suffice for admission to the women's colleges at Oxford and Cambridge. The higher education of women would be even more completely vindicated. As *The Times* says in a leading article, we are now receiving the reward of faith and hope and labour, "than which this last hundred years has seen nothing nobler, nothing more beneficent."

Women Students at Universities.

THE University of London has published an excellently illustrated book entitled *The Senate House and Library*. An aerial view of the "balanced scheme," showing the Senate House, Library and Institute of Education building surmounted by the Tower, is especially praiseworthy. Particulars, not previously published, are given of the proposed University Hall, facing Russell Square, the building of which will begin in the spring of next year. Planned on a broad rectangle, with three tiers of seats round the wall, the Hall will provide accommodation for 1,000 persons, and in the gallery for 900 more. This accommodation will place the Hall among the larger halls of London and should be adequate for academic ceremonies and for other large assemblies. A hall of this character is required in the middle of London, especially for congresses. O.T.C. headquarters are to be provided in the basement. Will this convert the whole building into a military objective? We may hope not, especially on account of the propinquity of the British Museum, with its priceless treasures.

University of London: New Buildings:

AS appendices to the book, the names of those concerned in the construction of the building are recorded and interesting particulars are given of the finance of the scheme. The whole site cost £525,000 and road widenings £50,000, toward which the Treasury grant of £212,500 and the Rockefeller Foundation grant of £400,000 were available. In addition, the

Finance of the Scheme.

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London County Council made a grant of £250,000 and the Home Counties £151,000; and the Middlesex County Council made a special grant of £100,000 for the Library. Benefactions from firms and individuals are available to the approximate amount of £135,000. The London County Council will also pay for the Institute of Education building, costing £150,000, replacing the London County Council building in Southampton Row. The Czechoslovak Government is providing £45,000 toward the building of the School of Slavonic Studies, costing £47,000. The Goldsmiths Company grant for the economic library is £50,000. Birkbeck College and the School of Oriental Studies will provide their own buildings at an estimated cost of £200,000 and £150,000 respectively. The Students' Union will cost £122,000 toward which grants amounting to £115,000 are available. For the new building of the Institute of Historical Research, estimated to cost £70,000, funds are being collected. When this building scheme is completed, several valuable sites will remain, at present covered by houses in Torrington, Woburn and Russell Squares, providing a substantial revenue.

English Literature.

THE subject of English literature in the Matriculation and General Schools Examination of London University will cease to be compulsory after June, 1940. London was the first university to recognize English as a necessary branch of study, in addition to Latin and Greek. The first Matriculation Examination a hundred years ago included a short paper on, "The Grammatical Structure of the English Language." Attempts to widen the syllabus by the inclusion of literature, initiated in 1908, are now declared a partial failure. One of the results of the re-construction of the University under the Act of 1926 has been to make the personnel of the Schools Examination Board more representative of the schools educating the candidates. It is not surprising that these representatives have declared against English literature as a compulsory subject. *Pace* the *Evening News*, however, we question whether London University candidates have ever been asked to say what they knew "in a couple of lines" of figures like Bacon, Chaucer and Shakespeare. What matters is not biographical details of great authors—that Shakespeare left his second bed to his wife, that Milton became blind, that Francis Thompson slept on the Thames Embankment—but whether their poetry produces the glow of appreciation and inspiration. Examiners possess no thermometer to test this; and papers on "set books" may misdirect the attention of pupils from the chief advantage of studying literature.

Art in the Infant Room.

MR. A. S. M. RICHARDSON, Principal Lecturer in Art at Dundee Training College, gave a lecture on "Art in the Infant Room" to teachers taking the Infant Mistresses' Course at the St. Andrews Summer School. He criticized the way children were called on to copy flowers, saying that they were never meant to go up to a flower, peer into it and count the petals and the serrations on the leaf. Nature never intended them to see her beauty in that way. They should see the flower as a whole and not in detail. They could never reproduce nature, but pupils should be trained to interpret nature. He was convinced that any one could be trained and taught skill in drawing, designing and the cultivation of art. He went on to say that drawing and art were not synonymous. Drawing was merely one of the vehicles through which art could be expressed. Art could be expressed also in speech, dancing, literature, music and in many other ways; in fact, art was the outcome of education which trained one to have good taste. Drawing was the acquisition of technical skill. It was absurd to ask children in the infant room to draw straight lines by free hand. A ruler was a legitimate instrument in such cases. He hoped the old days when the rubber was more essential than the pencil were passing away.

A Nutrition Experiment in Inverness-shire.

AN experiment, undertaken by the Northern Regional Committee of the National Fitness Council for Scotland, has been carried out at the Guisachan keep-fit leaders' Summer School, Strathglass, Inverness-shire. Experts carefully studied an attempt to co-ordinate nutrition and physical training. Dr. R. H. Bolton, a research specialist of the Pioneer Health Centre, Peckham, London, was in charge and paid particular attention to the nutrition and health control of the trainees, who were fed on lines laid down by Sir John Orr and the Rowett Institute, Aberdeen. Two young women, trained in the Glasgow and West of Scotland College of Domestic Science, were responsible for the menus. These were previously considered and approved as A1 feeding for healthy Scots. The food, first-class in standard, preparation and quantity worked out at fifteen shillings per head per week. The intention was to show that families with modest incomes could still feed healthily and enjoyably. Everything, it was insisted on, was to be absolutely fresh, a point of first importance in proper nourishment of the body. Fresh vegetables, fresh fruit, brown bread and abundance of fresh milk were prominent items on the diet sheets.

A Standard Scottish Speech.

DR. ANNE H. McALLISTER, Principal Lecturer in Speech Training, Jordanhill Training College, in lecturing to the students attending the Scottish Summer School of Drama, advocated a type of speech that was definitely Scottish in character. She did not believe in teaching Scots people Southern English, for it fitted very badly with local dialects, and without aping Southern English, which on Scottish lips sounded very artificial, one could get a type of pronunciation quite acceptable both for dramatic work and for educated speech. A standard Scots pronunciation would satisfy the needs of amateurs on the stage. Indeed, she thought, a definite dis-service to the cause of good speech was being performed by a society that tried to make local players do something that was completely foreign to local speech. At the same time it had to be remembered that you could not put back the hands of the clock and revive dialect

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into common use. What should be aimed at was the establishment of a basis of stabilized Scots pronunciation of our day, not the Scots of the street, but that of the Edinburgh Court ; in other words, a good Midland dialect. On the stage, players should speak their Scots with as much beauty and tone as they would their English.

SIR PERCIVAL SHARP, in commenting on the Official Secrets Act controversy, calls to mind what happened when the famous Holmes-Morant circular was issued to inspectors, condemning the action of certain education authorities who had appointed as their own inspectors of schools men whose previous history did not conform to the ideas held by Mr. Morant and others, namely, that such persons should be public school and older university men. The object of the circular was to discourage the appointment of such persons. Certain directors of education had, in a perfectly legitimate way, obtained possession of that document, and when publicity was given to it the President of the Board of Education addressed a letter to the Secretary of the Association of Education Officers demanding the delivery of the document under pains and penalties. But the attempt at intimidation did not succeed, and the President of the Board was invited in courteous but unequivocal terms to take such steps as he might think proper having regard to all the circumstances. Nothing more happened. While it is most unlikely that such an event will occur again, it is pleasant to be reminded that Directors of Education do not like being bullied.

Official Secrets.

THE report of a recent meeting of the Carmarthenshire Education Committee throws considerable light on the extent to which canvassing is practised in that area. Lady Howard Stepney, in moving that the regulation affirming that canvassing would disqualify an applicant should be enforced, said she had been horrified at the way in which these appointments were made. Admirable schoolmasters had to stand on doorsteps, curtsy and ask a favour if they were to have any chance at all. It was most undignified and unfair. They had to go about in taxis interviewing every member of the Committee in the hope of getting jobs, and they spent their first year's salary to get the appointment. Could not they devise some system of promotion and do away with this pernicious practice? Canvassing found a supporter, however, in the Rev. S. B. Williams, who said that canvassing had been called a democratic infirmity. He was a wholehearted advocate of canvassing, contending that their record showed that they had always made the right appointment. He thought it was within the province of every candidate to have the right to come to him and state his case. We are glad to note that these curious views did not prevail, for Lady Stepney's motion was accepted. We feel sure that the great majority of teachers agree with her.

Canvassing for Appointments.

AS our readers know, most associations of teachers favour the abolition of the Group System in the School Certificate examination. The changes foreshadowed in Circular 1463, issued by the Board of Education, do not indeed do away with that system, but they will, if adopted, modify it very materially. A candidate will no longer be obliged to offer a foreign language, or, alternatively, mathematics or science, and the requirement of one credit will also be abolished. In future, a certificate may be obtained by success in an English language test and in five subjects taken from at least two groups, of which Group II or Group III must be one. The form of the certificate will show all the subjects in which the candidate has satisfied the examiners, and there will be three grades of success: pass, credit and very good. The Board emphasizes the fact that one of the results of the new proposals will be to place Group IV on a parity with Groups II and III, thus bringing practical subjects into greater prominence. It also states that should the introduction of the three categories tend to make the examination competitive rather than qualifying it would regard this as a retrograde step. The changes will require the sanction of the eight examining bodies before they can become operative. We should say that even the most determined opponents of the Group System will be prepared to give them a fair trial.

The Group System.

IN "Occasional Notes" last month reference was made to the appointment of a monoglot Englishman to the post of Director of Education for Carmarthenshire, and to the outburst of indignation amongst Welsh Nationalists. If there be any ammunition left in the "dumps" of these patriots then the Council of the Church College of St. David, Lampeter, has provided a large and prominent target on which it may be used, for the Council has just decided to appoint a distinguished Australian theologian to the post of Principal of the College whose function is to replenish the ranks of the clergy in Wales. Wales has long prided herself on the efficiency of her theological education and Welsh divinity degrees, and the Welsh University Faculty of Divinity has often been proclaimed to be of very high standard, but the theological graduates of the University of Wales go mainly into the Free Churches, and there is no Welsh Church Institution providing a theological degree. The inference from the appointment is that there is no Welsh theologian of sufficient eminence, academically and in administrative experience, for the appointment.

Educational Appointments in Wales.

EACH year the Welsh Department of the Board of Education publishes, under the Welsh Intermediate Education Act of 1889, a report on Secondary Education in Wales and that report never fails to raise one or two points, problems or considerations of the greatest interest and importance. This year the matter which is brought into special prominence is the undue prevalence of the four-year course for the School Certificate, due to the late age at which children enter secondary schools and to the urge to leave school as near to 16 years of age as possible. The report says that children still enter the

Examination Pressure in Welsh Schools :

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secondary schools of Wales at 12, 13 or even 14 years of age, and that in eighteen local education authority areas in which a special investigation was conducted, nine authorities still admit children to the special place examination up to the age of 13, and that seven of those authorities allow children three or four attempts at the examination in normal circumstances. The result is that it has become the general practice in Wales for the School Certificate course to be one of four years and some pupils even attempt the task in three years.

THIS system produces clear evidence of physical strain and a serious loss of mental freshness and gives the schools very little time to give proper attention to physical training, art, music and handicraft. A five-year course would ease the strain and enable a much broader and more cultural course to be provided. Welsh authorities are urged to give special consideration to this matter now that senior schools, with an admission age of 11, are increasing in number, and are asked to review not only the general arrangements for admission to secondary schools, but, in particular, the methods by which Special Place pupils are selected. It is not suggested that the usual test in arithmetic and English should be abolished, but the use of periodical internal examinations within the elementary schools, school records, and head teacher's reports and intelligence tests is recommended so that experience may be gained which may ultimately result in the abolition of the present formal written examination.

A Five-Year Course Urged.

A PLEASANT-FACED slip of a girl—much too jolly looking to have earned so much academic distinction, as our " bright young things " would say—sits at a desk quietly, thoughtfully and, apparently, effortlessly filling sheet after sheet of foolscap with what, to the uninitiated, looks like a bardic poem or a portion of the Talmud in the original. A flush of achievement; the papers are gathered together and neatly pinned and a former free place pupil of a small Welsh secondary school, aged 23, and the daughter of an elementary schoolmaster who has not lived to see her triumph, has solved an abstruse mathematical problem relating to aerodynamics which has baffled higher mathematicians the world over for years. The solution will have an extremely important bearing on experiments which are continually being made with aircraft design. Hitherto it has been impossible to solve accurately the flow around the air-foil in motion. By applying the new formula now discovered, conclusive results can be obtained. The formula was not being sought deliberately but was discovered almost by accident. This young research student, when sitting for her honours degree in the B.Sc. examination, had produced papers of so high a standard that she had to be assessed alone, for otherwise the best of her competitors would have had to be dropped a class or two. All this was said at a meeting of the Monmouthshire Education Committee at which this brilliant young woman attended to receive congratulations as one who had added lustre to the schools in which she had been educated and to express her thanks to the Committee for the scholarship which had made the achievement possible. It is scarcely as necessary to add as it used to be that Miss Rosa Morris is socially very charming, can play a good game of tennis and makes her own frocks. Now she goes to Cambridge with a Senior Fellowship of the University of Wales, a Meyer Studentship at Girton College, Cambridge, and a Senior Research Award from the Department of Scientific and Industrial Research.

Romance in a University Class-room.

A RECENT number of *The Phi Delta Kappan*, the organ of the influential American organization entitled, " Phi Delta Kappa," contains a long article which is to be reprinted in book form calling upon men, who are greatly outnumbered by women in the teaching profession, to consider it more earnestly as a career. It must be confessed that stress is laid rather upon opportunities of service to the community than upon financial prospects, so that in this respect American conditions appear to be not unlike our own. For the individual who wishes to make money, teaching is not an appropriate career. It is not a soft job. The teacher often burns more than his share of midnight oil, and outside activities make great demands on his time and energy. Some of those who reflect longingly on the teacher's five-hour day and five-day week have more leisure themselves than the man they envy. Teaching offers a life of useful service, rewarded by moderate income, security in employment and in old age (is this always true ?) congenial colleagues, the respect of the community, and such personal satisfactions as are derived from knowledge of having inspired young minds and of having influenced young characters for good. A good many people still need to remember these things, for the legend of the " soft job " dies hard. But " to the young man for whom life holds more of a challenge than material success . . . the teaching profession offers great opportunities."

Teaching: A Man's Job.

TEACHERS, who have passed the age of active service, should prove ideal air wardens. They are accustomed to command and to allay panic. The preparation is neither long nor arduous, and large numbers are still required. The first step is to get into touch with the town hall or rural centre, where information can be obtained about the course of lectures. If none are held, application may be made to adjacent centres. A course usually lasts for six or eight weeks, with a lecture once a week at a time convenient to the students, which usually means 7 or 8 p.m. These lectures explain the objects of air raid precautions, the danger of gas bombs, the types of gas and the value of a gas-proof refuge room and how to arrange one, the types of respirators and how to fit them, the treatment of casualties, decontamination and duties with regard to water, gas and electricity undertakings. The lectures are followed by practical demonstrations, and refresher courses are contemplated.

Air Raid Precautions.

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The Home Office has issued a series of pamphlets at a moderate price, which should be read and preserved by every householder, whether an air worker or not.

THE magnificent reception of their Majesties in Paris suggests a note on our educational debt to France and its Capital City. When the French professors visited the University of London in 1906, an admirable address on "French Influences on English Education" was given by Prof. (now Sir) Michael Sadler. "French educational thought," he said, "delights us by the lucidity of its reasoning; it forces us to clear our minds; it appeals to us with the grave and measured dignity of a high tradition." France was the bridge for the influences of Roman education, more developed there than in our own country, though Augustine brought us both Christianity and the Latin primer. But our special debt to Paris comes from its University, the educational glory of the Middle Ages, *alma mater* of our own universities of Oxford and Cambridge, prototype of the university of masters as distinguished from the university of students represented by Bologna. English students formed one of the four nations of the Faculty of Arts of the medieval University of Paris. This is evidence of the large number of English students who resorted to Paris for their studies, including such honoured names as John of Salisbury, St. Edmund of Abingdon, Roger Bacon, Duns Scotus (from whom we derived our word "dunce") and William of Ockham.

Paris and Education.

NEW buildings at Newnham College, Cambridge, have been opened by Queen Mary. The College was founded in 1875 as a "Hall of Residence," a significant name, showing meticulous respect for the established privileges of the University. Students in residence have increased from 214 in 1918 to 232 in 1935, and the number of non-resident students from nine to sixty. The new addition to the building consists of a three-storey block with mansard roof and dormers connected with Sidgwick Hall by a vaulted passage. External and internal arrangements strike a modern note with strict attention, however, to the need for harmonizing with the red brick of the older building. Mantel shelves over the gas fires in the study bedrooms are continued at the same level over the bookshelves. Cambridge sets the highest standard in amenities, and no visitor can fail to be impressed by the anxiety to maintain this standard. But this is achieved without slavish adherence to older patterns. Much as the student of 1875 has suffered a sea-change into the student of to-day, the building in which she is housed differs from the original "Hall of Residence."

Newnham College.

AFTER a long period of incubation, Mr. Hore-Belisha, Secretary of War, has produced his reforms in relation to officers for the army, unfortunately at a time, and under conditions, that did not permit discussion in the House of Commons. He has apparently refused to publish the report of the Willingdon Committee on the shortage of officers, his simple solution for this grave problem being to deny its existence—and to allow sergeants to do the work of the non-existent officers! But there is one important reform. Inability to pay the fees at Sandhurst and Woolwich will in future not be a bar to the admission of qualified candidates. With this reform, we are in complete agreement. For the profession of arms, the course of training may be regarded as a period of service under special conditions. After training, those destined for service as officers in the army, unlike lawyers, doctors and members of other professions, cannot dispose of their services in an open market. The indirect result of free military education must be to raise intellectual standards in army officers by increasing the field of choice. With improved financial outlook, both as to training and service, many more parents will be able to look forward to a military career for their sons.

Officers for the Army.

ONE of the unpredictable results of the War is that Turkey, after defeat and restriction of territory, should take high rank in the comity of nations. *The Times* has published a Turkish number giving full and varied information on the revivified Turkey. Enfranchisement of women, in which the grant of the vote was only the final incident, and the adoption of Latin characters in place of Arabic, were necessary steps in the process. Schools, we read, are on a "new pattern," the product of fifteen years' work, marked by a rise in the number of students attending educational institutions from 358,548 to 770,527, the number of female students having increased four times. It is easy to imagine the difficulties encountered in finding teachers and equipment for this increased number. Dr. A. P. M. Fleming contributes an account of the system of technical education, mainly centred at Istanbul. At Robert College, founded in 1863, the four-years' course of engineering training is given in English. There are nine trade schools. A large number of technical students are sent to Europe and America to specialize.

Turkey.

THE Haslemere Educational Museum, founded by Sir Jonathan Hutchinson, the distinguished surgeon, has celebrated its fiftieth anniversary. This museum, as the title claims, is definitely educational. It was started in a small way in a building adjoining the founder's house. The object was to enable people "to grasp the great principles of biology, and to take firm hold of the main facts which have been established as to the history of the planet on which we live, and the progress made by its inhabitants." This *Journal* has published particulars of the admirable examinations conducted by the Museum for children, for which the questions are given out some weeks in advance and the children are allowed to discover the answers for themselves. An admirable preparation for life! Children should be trained to find answers to life's questions instead of waiting until Nature forces the issue, often with unpleasant results.

Haslemere Museum.

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Reviews

The Arts Surveyed

The Arts of Mankind

Written and Illustrated by H. W. VAN LOON. (15s. net. Harrap.)

This book is perplexing. The information given in the text is both accurate and very readable. The titles of the chapters are original and illuminating. The author has a gift for crystallizing the spirit of an epoch or a country in a phrase, as for example, " Russia, art up a blind alley," or, " Gothic, a beautiful fairy story in an ugly world." On the other hand, the illustrations are frequently not only uninformative, but also sometimes entirely misleading. The author would have done well to get an expert to help with the architectural drawings.

Our confidence in the critic is impaired when we find him unfamiliar with the most elementary facts about the Greek Orders. It is hard to believe that the same hand that penned the panegyric of the Greek genius in Chapter VI also perpetrated the parody of the Orders which appears on pages 88 and 89.

The essence of Greek architecture is refinement and precision. It is therefore difficult to refer with patience to a drawing of the Doric Order which treats it with coarseness and inaccuracy, and which indeed contains nearly every mistake it is possible to make. Detailed drawings are not called for in a book of this sort, but these miss the very spirit of Greek art, and are so exasperatingly careless that one is inclined to put the book down unread ; which would be a mistake, as it is worth reading.

Where expression, and not exactitude is the aim, the author's sketches are more successful. One can take liberties with a Baroque altar, or a medieval market place, which are inexcusable with classic architecture. The writer of this review can see from the window as he writes the roofs of some of the finest guild houses in Europe, and a pinnacle here, or a window there matters little, but we cannot, as Mr. Van Loon has done, rearrange the triglyphs of the Doric Order.

But apart from these inexplicable lapses the book is a most vivid survey of the arts. It deals with painting, architecture, music, sculpture, and the so-called minor arts ; with the underlying thesis that all art should be a contribution to the art of living. Art for life's sake is certainly a better slogan than the sterile, ' Art for Art's sake.'

We would suggest that the illustrations be revised in future editions, and the opportunity should be taken to correct some unusual spellings in the hastily written script which accompanies the drawings.

A Timely Reassurance

Breathe Freely ! The Truth About Poison Gas

By Prof. J. KENDALL. (3s. 6d. net. Bell.)

There is something so horribly sinister about the words " poison gas " as to cause even the stoutest-hearted to falter. Unable to form any clear idea of its potentialities, but fearful of the worst, and with an imagination unhealthily stimulated by sensational fiction and lurid films, the general public may well be excused for dreading gas-warfare more than any of the other forms of destruction with which mankind is threatened. Poison gas is, indeed, a powerful and a terrible instrument of war, the effect of which upon a civil population may be very great ; but since this effect is likely to be increased by over-estimation no less than by under-estimation of the magnitude of the peril, it is our duty to inform ourselves and others upon the real facts of the case.

Fortunately, and most opportunely, Prof. Kendall has placed the necessary information in our hands, in a book which every man and woman, and emphatically every teacher, ought to read. Prof. Kendall is eminently qualified to speak on the subject, and since it is perfectly clear from his book that he is telling the truth, the whole truth and nothing but the truth, we may accept his statements without reserve of any kind.

In the first place, on the basis of reliable statistics, Prof. Kendall shows that, of the total number of deaths in the World War, less than 1·4 per cent were caused by gas, in spite of the enormous quantities of the latter employed. The Germans fired 1,000,000 rounds of gas-shells, containing 2,500 tons of mustard gas, against the British lines between Nieuport and Armentières during three weeks in 1917 ; the total deaths were 500. A year later, 2,000,000 gas-shells were fired by the retreating Germans between September 15 and November 11, and gas defence had progressed in the meanwhile to such an extent that even this terrific hail of mustard-gas killed only 540 men ; in other words, it took nearly eight tons of mustard-gas to kill a single man. Protection against gas is at the present day still more effective than in 1918, so that to carry the weight of gas necessary to inflict any considerable loss of life whole fleets of aeroplanes would have to be continuously engaged.

Secondly, Prof. Kendall makes the incontrovertible point that gas sprayed from aeroplanes must be discharged at heights not exceeding some 300 ft., or it will almost certainly disperse and drift away before reaching its target—and it should not be difficult to deal effectively with planes flying at such a low altitude.

Thirdly, no new gases of greater toxic power than mustard gas or Lewisite have been discovered, and the possibilities of such discoveries in the future are extremely small. Moreover, the dangerous character of toxic gases, though it must not be minimized, has, in fact, been greatly exaggerated, as has the difficulty of detecting such gases. Thus Mr. H. G. Wells wrote that Lewisite " was inodorous, tasteless ; you only knew you had it when it began to work upon you " ; whereas the truth is that Lewisite has a strong, geranium-like smell, and " is noticed at once owing to the irritation caused to the eyes and nose."

It would take too long to follow Prof. Kendall's exposition in further detail, but the conclusion plainly emerges that " the greatest menace of poison gas is its fear-inducing properties," and that " if we make adequate preparations and take reasonable precautions, there are *no* grounds for panic." Prof. Kendall has performed a public service of the first order in writing this book, and deserves—as he will certainly receive—the thanks of the Nation.

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By Prof. E. W. BOND. (7s. 6d. net. Constable.)

This is a collection of nine essays, six of which have appeared in print before—in reviews during recent years, except for the essay on Montaigne, the longest and one of the most interesting. The new material consists of three critical Shakespearian studies—*The Framework of the Comedy of Errors, Falstaff as Vox Populi* and *The Puzzle of Cymbeline*.

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Compiled by A. B. ANDERSON and J. E. ARKIESON. Edited by T. C. COLLOCOTT. (1s. 3d. Chambers.)

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Geography

An Introduction to Mapwork and Practical Geography

By J. BYGOTT. Second edition. (8s. 6d. University Tutorial Press.)

Fragments of Ordnance Survey maps have been added in the second edition of this excellent book and new matter has been incorporated in several of the chapters. Part I covers the requirements of the mapwork sections of intermediate degree examinations and Part 2 deals fully with the parts of final degree work which require a knowledge of surveying. Questions of School Certificate and Higher School Certificate standards are included at the end of the book.

1. First Moroccan Journey

By Vice-Admiral C. V. USBORNE.

2. Albanian Journey

By B. NEWMAN.

3. Through the Sudan

By Major A. RADCLYFFE DUGMORE.

(Pitman's Travel Series). (1s. 9d. each. Pitman.)

These are excellent books for the school library. (1) is a lively and picturesque account of a journey undertaken by Admiral Usborne and his wife from Tangier across the Atlas and Sarrho mountains to the edge of the desert. A particularly interesting feature is the inclusion of eye-witness accounts of the struggles which brought this country under the French flag. (2) gives a first-hand account of the author's experience of the primitive conditions of High Albania and the relatively less savage conditions of the south where he met returned emigrants from America. Although most of the book consists of a description of the scenery, the people and their folk-lore, room has been found for an account of Albanian resistance to Italian agression, and of the efforts of the Government to raise the standard of civilization in one of the most savage of European countries. (3) contains an outline of the history of the Sudan and an account of a journey up the Nile to El Obeid and Kassala. In this book much space is given to a description of the scenery and the animal life which the author photographed. It contains also many details of the habits of the peoples of the Sudan, including much that is seldom found in text-books.

Geography in the Middle Ages

By G. H. T. KIMBLE. (15s. net. Methuen.)

Some day it may be possible to learn whether the present efforts of nation-conscious groups, who alter the "facts" of geography to suit particular political ideologies, will succeed in creating stereotyped minds similar to those which, in the middle ages, accepted without question paraphrases of earlier works which had been preserved during the Dark Ages which followed the collapse of the Roman Empire. Men of learning had been so deeply concerned with keeping intact their cultural legacy that they had had little mind or opportunity to enrich it, and the task of the medieval geographer was merely to adapt what had been preserved to the requirements of Christian and Moslem theocracies. This scholarly book is amply documented and should rank with Beazley's *The Dawn of Modern Geography* and with *The Making of Geography* of Dickinson and Howarth. Although intended mainly for the use of university students of the history of geographical thought, this volume should be read by all who wish to estimate the importance of geography in the evolution of human culture.

(Continued on page 584)

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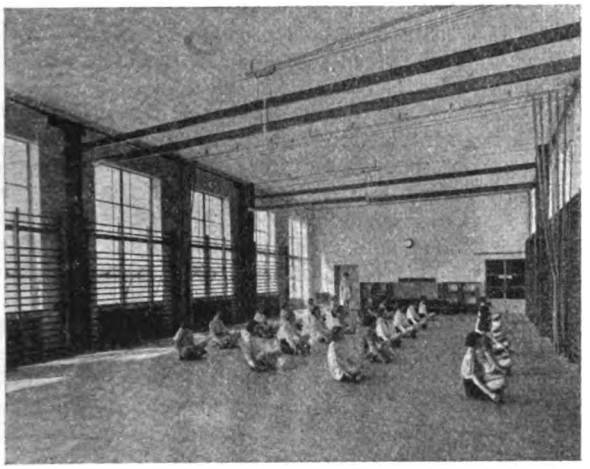

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PROFESSOR SIR JOHN ADAMS

Professor SIR JOHN ADAMS, M.A., B.Sc., LL.D., F.C.P., &c., was a trained Teacher who took First Class Honours in Mental and Moral Science, University of Glasgow. He was formerly Head Master, Jean Street Public School, Glasgow; Rector of the Grammar School, Campbeltown; Lecturer at, and afterwards Principal of, F.C. Training College, Aberdeen; Principal of F.C. Training College, Glasgow; Lecturer in Education, University of Glasgow; President, Educational Institute of Scotland, 1896–7; visited Canada on Educational Commission, 1902; Principal, London Day Training College, 1902–22; Professor of Education, University of London, 1902–22, and California, 1923–33. Sir JOHN ADAMS was a valued contributor to *The Journal of Education* for many years.

The following ARTICLES from his pen appeared in *The Journal of Education* on the dates given:

Introductory Article to the Supplementary Aids to Classroom Work Series. (*January*, 1922.)
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Sarcinatorium Hominum. (*June*, 1923.)
Advancement of Education in the United States of America. (*April*, 1924.)
The High School Newspaper. (*October*, 1924.)
The Teacher as MAN. (*January*, 1929.)
The Teacher as PSYCHOLOGIST. (*February*, 1929.)
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Pullman Car Education. (*July*, 1930.)
Why are we Teachers? (*January*, 1932.) (This number is now out of print.)
Note-Taking from Lectures. (*January*, 1934.)
Burglary of the Mind. (*June*, 1934.)
Listening to Lectures. (*July*, 1934.)
Praise as an Educational Instrument. (*August*, 1934.)
The Discipline Master. (*November*, 1934.)

An Article by LADY ADAMS—**Jane Looks at Jane**—appeared in *May*, 1931.

An Article on SIR JOHN ADAMS, by SIR PERCY NUNN, M.A., B.Sc., Director of the Institute of Education, University of London, appeared in *November*, 1934.

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Goldsmid Entrance Scholarship: J. A. Pim (Epsom College).

WESTFIELD COLLEGE, LONDON

Agnes de Selincourt Scholarship in English: C. K. Hammond (Woodford County High School). **Dudin Brown Scholarship in French:** E. C. Rowe (Penzance County School). **College Scholarship in Botany:** S. M. Turner (Crediton High School). **Dudin Brown Scholarship in Mathematics:** A. G. Barber (Sir John Deane's Grammar School, Northwich). **Amy Sanders Stephens Scholarship in Mathematics:** B. M. Lucas (Trowbridge County High School). **Old Students' Scholarship in Botany:** B. I. Ackroyd (Rotherham Municipal High School). **College Scholarship in French:** J. Smith (Dudley High School). **College Scholarship in German:** D. S. Ogden (Bingley Grammar School). **College Scholarship in Mathematics:** E. E. Keens (Loughton County High School). **Exhibitions (Botany):** J. J. Garrad (Paddington and Maida Vale High School); A. E. Sharp (Prince Henry's Grammar School, Evesham); **(Classics):** M. E. Campbell (Portsmouth High School); **(English):** V. M. E. Hill (St. Albans High School); G. Williams (Dr. Williams' School, Dolgelley); **(French):** J. Gill (Watford Grammar School); P. J. O. Rolph (Ilford County High School); A. Samways (Cardiff High School); H. Thorpe (Eastbourne High School); E. M. Shaw (Northampton School for Girls); **(German):** D. E. Edmonds (St. Leonards School, St. Andrews); **(Mathematics):** G. M. Harvey (Varndean School for Girls, Brighton); L. M. Hirons (King's High School for Girls, Warwick); A. M. F. Lloyd (Canton High School, Cardiff).

UNIVERSITY OF MANCHESTER

Samuel Gratrix Entrance Scholarships (£100 per annum for three years): R. J. Loosmore and L. Rose (Manchester Grammar School). **Minor Scholarships** (£50 per annum for three years): A. C. W. Maycock (Manchester Grammar School); (£40 per annum for three years): A. H. Brooks (Manchester Grammar School). **Schools Entrance Scholarship** (£50 per annum for three years): B. Povah (Leigh Girls' Grammar School). **Seaton Scholarship** (£40 per annum for two years): E. L. Armitage (Doncaster Grammar School). **Jones History Scholarship** (£40 per annum for two years): F. Spencer (Burnage Municipal High School for Boys). **Hulme Scholarship** (£35 per annum for three years): J. Higson (Alderman Wood Secondary School, Co. Durham). **Charles Robinson Scholarship** (£30 per annum for three years): I. F. Nicolson (Burnage Municipal High School for Boys) **Theodores Exhibition** (£20 per annum for three years): P. Dickinson (Penistone Grammar School). **Derby Entrance Scholarship** (£25 per annum for three years): J. E. Batey (Consett Secondary School, Co. Durham). **William Kirtley Scholarship** (£70 per annum for three years): W. J. Hodgkinson (Leigh Grammar School). **Matthew Kirtley Scholarship** (£60 per annum for three years): J. C. Gladman (Varndean School for Boys, Brighton). **Beckwith Scholarships** (£60 per annum for three years): A. A. Howell (Hingley and Abram Grammar School) and E. Bolton (Manchester Central High School for Boys). **Entrance Scholarship in Science** (£50 per annum for three years): E. Shepherd (Leigh Grammar School). **Bythway Scholarship** (£45 per annum for three years): C. R. Colley (Manchester Grammar School). **Barnikel Scholarship** (£25 per annum for three years): B. H. Howard (Manchester Central High School for Boys). **James Gaskill Scholarship** (£35 per annum for two years): divided between S. Oleesky (Manchester Central High School for Boys) and G. H. Watson (Hulme Grammar School, Oldham). **Kiddle Scholarship** (£50 per annum for three years): A. J. Taylor (Manchester Grammar School). **Stead Scholarship** (£35 per annum for three years): H. H. Caldwell (Hindley and Abram Grammar School). **John Russell Medical Scholarship** (£45 per annum for one year): divided between S. Olecsky (Manchester Central High School for Boys) and G. H. Watson (Hulme Grammar School, Oldham). **Knowles Music Scholarship** (£50 per annum for three years): M. Wardle (Manchester Central High School for Girls). **Adams Scholarship** (£50 per annum for three years): E. E. Wood (Queen Mary School, Lytham). **Dora Muir Scholarship** (£30 per annum for three years): W. M. Arkless (Bede Collegiate Girls' School, Sunderland). **Stalybridge Scholarship** (£25 per annum for three years): W. Waine (Hyde County Secondary School). **William Simpson Exhibition** (£25 per annum for three years): D. G. Berry (John Bright County School, Llandudno). **Alice Fay Exhibition** (£25 per annum for three years): D. M. Williamson (Hyde County School). **William Hulme Bursaries** (£40 per annum for three years): B. Povah (Leigh Girls' Grammar School); (£30): J. C. Gladman (Varndean Secondary School for Boys, Brighton); W. J. Hodgkinson (Leigh Grammar School); (£20): R. E. Davies (Manchester Grammar School). **University Scholarships for Women "1918 Fund":** B. Povah (Leigh Girls' Grammar School); (£30 per annum for three years): G. W. M. Lloyd (Bell's Grammar School, Coleford, Glos.); (£20 per annum for three years): W. M. Arkless (Bede Collegiate Girls' School, Sunderland).

Ashburne Hall. Katharine Romilly Scholarship (£45 per annum for three years): L. Higham (Hindley and Abram Grammar School).

Ellis Llwyd Jones Hall. Honorary Scholarship: M. Langford (Dudley Girls' High School). **Hall Scholarship** (£20 per annum for three years): A. Wallwork (Hindley and Abram Grammar School); (£15 per annum for three years): E. Jepson (Glossop Grammar School).

Hulme Hall. Exhibition (Mathematics): E. G. Mallalieu (Hymers College, Hull).

BALLIOL COLLEGE, OXFORD

War Memorial Scholarship in Modern Subjects.—N. G. Foulkes (Gresham's School, Holt). **Newman Exhibition in Modern Subjects:** C. T. Stratton (Brockley County School). **Walter Galpin Scholarship:** A. O'N. Willcox (Poole Grammar School). **Sebag Montefiore Scholarship (Classics):** P. F. S. Jones (Clifton College, Bristol).

BRASENOSE COLLEGE, OXFORD

Exhibition (Science): V. H. Wheble (Dulwich College). **Open Scholarship (Classics):** R. M. Genders (King Edward's School, Birmingham).

EXETER COLLEGE, OXFORD

Exhibitions (History): R. G. Clarke and W. S. Pears (Clifton College, Bristol)

JESUS COLLEGE, OXFORD

Exhibition (Modern Languages): F. J. Atkinson (Dulwich College).

LINCOLN COLLEGE, OXFORD

Scholarship (Science): A. G. B. Colton (Dulwich College).

MAGDALEN COLLEGE, OXFORD

Open Exhibition (Modern History): J. P. Cooper (King Edward's School, Birmingham). **Academical Clerkship:** M. L. Hughes (Eltham College, London).

MERTON COLLEGE, OXFORD

Open Post Mastership (Modern History): D. J. Payton-Smith (King Edward's School, Birmingham); **(Classics):** R. W. Jakeman (King Edward's School, Birmingham).

NEW COLLEGE, OXFORD

R. C. Sherriff Scholarship (English Literature): J. B. Bamborough (Haberdashers' Aske's School, Hampstead). **Open Scholarships (Modern Subjects):** E. J. Heath (Queen Mary's School, Walsall); A. A. Golds (Macclesfield Grammar School). **Open Exhibition (Modern Subjects):** R. S. Hope (Henry Thornton School, Clapham). **Open Exhibition (Classics):** G. R. M. Kydd (King Edward's School, Birmingham).

QUEEN'S COLLEGE, OXFORD

Open Scholarship (Natural Sciences) (£100 per annum): J. B. Birks (Wallasey Grammar School, Cheshire). **Neale Scholarship (Modern Languages):** L. W. Dobson (Clifton College, Bristol). **Neale Exhibition (Classics):** R. S. Peters (Clifton College, Bristol). **Hastings Scholarship (Natural Science):** A. Walker (Wakefield Grammar School.)

ST. HILDA'S COLLEGE, OXFORD

Open Scholarships (English): D. Dudley (Orme Girls' School, Newcastle, Staffs.); **(Natural Science):** S. L. Smith (Newland High School, Hull); **(History):** A. M. Taylor (King Edward's High School for Girls, Birmingham); **(French):** J. M. Taylor (High School for Girls, Newport, Mon.); **(English):** B. Allan (Kensington High School). **Dorothea Beale Scholarship for candidates from Cheltenham Ladies' College (History):** H. P. Mulcahy-Morgan. **Open Exhibitions (History):** E. J. Burbidge (Surbiton High School); **(Natural Science):** E. M. Hele (Kingswood Grammar School, Bristol); **(History):** B. M. Hobbs (Kendrick Girls' School, Reading) and P. M. K. Hyde (Sydenham County Secondary School); **(French):** E. J. Jones (Bassaleg Secondary School, Mon.); **(German and French):** E. S. Schwarzschild (South Hampstead High School); **(English):** B. S. Tullett (Kendrick Girls' School, Reading). **Lilian Blake Exhibition for candidates from private schools (Classics):** P. M. Gifford (Queen Bertha's School, Birchington, Kent).

ST. JOHN'S COLLEGE, OXFORD

Open Exhibition (English): R. I. Sharrock (Wakefield Grammar School).

UNIVERSITY COLLEGE, OXFORD

Open Minor Scholarship (Modern History): P. A. Newnham (King Edward's School, Birmingham). **Freeston Scholarship (Classics):** C. H. Wilson (Wakefield Grammar School).

UNIVERSITY OF READING

Major Open Scholarships (£50 per annum and remission of tuition fees): E. Alderson (Guisborough Grammar School); G. E. G. Mattingley (Ealing County School for Boys); F. L. Dodd (King Edward VI School, Stafford). **Wantage Scholarship** (£80 per annum): J. F. Johnson (Itchen Secondary School, Southampton). **St. Andrew's Hall Scholarship** (£60 per annum): L. M. Strutt (Penistone Grammar School). **Minor Open Scholarships** (remission of tuition fees): A. B. Plumridge (Royal Grammar School, High Wycombe); R. H. Shephard (Eggar's Grammar School, Alton); D. Snow (Battersea Grammar School). **Stansfield Scholarship** (£35 per annum): B. A. Green (Parliament Hill School, Highgate). **S. B. Stevens Scholarship** (£30 per annum and remission of tuition fees): J. M. Rees-Roberts (Kendrick Girls' School, Reading).

UNIVERSITY OF SHEFFIELD

Edgar Allen Scholarship: M. S. Gallimore (Girls' High School, Sheffield). **Ezra Hounsfield Linley Scholarship (Science):** J. H. Woodhead (Wakefield Grammar School).

UNIVERSITY OF ST. ANDREWS

Harkness Residential Entrance Scholarships (£100 per annum for three or four years): T. B. Adam (High School of Stirling); S. Bayne (Bell-Baxter School, Cupar); R. P. Chesworth (Manchester Grammar School); G. L. Price (Trinity College, Glenalmond); A. Young (Carlisle Grammar School). **Montrose Residential Entrance Scholarship** (£100 per annum for three or four years): J. M. Ross (Blairgowrie Secondary School). **Ramsay Residential Entrance Scholarship** (£100 per annum for three or four years): F. S. Miles (Daniel Stewart's College, Edinburgh). **Matheson Residential Exhibition** (£70 per annum for three or four years): H. W. Davidson (Dollar Academy). **Scholarships renewed for a fourth year** (£100): D. C. Elliot, J. W. Orr, I. B. Watt, J. M. Fearn; (£70): I. S. Young. **Foundation Bursary** (£30 for four years and Grant of £20): A. B. Simpson (Buckhaven High School). **Russell Bursary** (£50 for four years): H. C. Mackenzie (Wick High School). **Taylour Thomson Bursaries** (£50 for four years): W. L. Wilson (George Heriot's School); W. M. Mackay (Harris Academy, Dundee); W. Robertson (Forfar Academy); (£40 for four years): J. Jack (Buckhaven High School); R. D. H. Murdoch (Trinity College, Glenalmond). **Cheape Bursary** (£35 for three years): J. C. Halliday (Bell-Baxter School). **Glondee and Maxwell Bursary** (£34 for three years): A. K. Rothnie (Montrose Academy). **Taylour Thomson (Medical) Bursary** (£40 for five years): W. M. Ross (Bell-Baxter School); **Taylour Thomson Bursary** (£30 for three years): J. B. Foreman (Montrose Academy). **Murray Bursary** (£30 for four years): J. M. Brown (High School of Stirling). **Malcolm (Medical) Bursary** (£40 for five years): G. Rankine (Morgan Academy). **Foundation Bursary** (£20 for four years): R. Born (St. Brandon's School, Bristol). **Bruce Bursary** (£30 for three years): I. F. Sanderson (Grove Academy). **Duncan Bursary** (£20 for four years): J. G. Stewart (Peterhead Academy). **Yeaman and Gray Bursary** (£18 for four years): A. Parker (Waid Academy). **Pyper Bursary** £13 for four years): J. H. B. Wilson (Perth Academy). **Taylour Thomson (Medical) Bursaries** (£30 for five years): S. M. Allardice (Forfar Academy); (£30 for three years): E. J. Rounthwaite (St. Leonard's School).

UNIVERSITY COLLEGE OF WALES, ABERYSTWYTH

Post-Graduate Research Awards

University Studentships (£100): J. C. Courtman, E. Jones, A. C. S. Pindar, B. Rees and D. M. Smith. **Sir John Williams Studentship** (£100): D. Jenkins. **Thomas Davies Scholarship** (£70): T. E. Williams. **Sir John Williams Scholarships** (£70): E. G. Evans; (£60): L. S. Andrews and G. M. Griffiths. **Keeling Scholarship** (£50): W. M. Meredith. **John Francis Scholarships** (£40): T. V. Davies and G. R. Richards. **Gregynog Grants** (£30): M. Clement and G. Jones. **Thomas Stephens Scholarship** (£25): T. V. Michael.

Entrance Scholarships

David Davies Scholarship (£40): M. Ll. T. Thomas (Penygroes County School). **Price Davies Scholarships** (£25): D. Williams (Caernarvon County School) and J. M. D. Rogers (Wrexham County School). **Rendel Memorial Scholarship** (£25): M. Morgan (Haverfordwest County School). **Keeling Scholarship** (£25): R. G. Evans (Cyfarthfa Castle Secondary School). **Commercial Travellers Scholarship** (£20): N. Williams (Rhyl County School). **Sir Alfred Jones Scholarships** (£20): W. L. Jones (Mountain Ash County School) and D. A. Anthony (Cardiff High School). **Pritchard Scholarship** (£17): M. E. W. Hughes (Welshpool County School). **Mold Eisteddfod Scholarship** (£17): R. D. McAdam (Cowbridge Grammar School). **Brereton Scholarship** (£10): L. A. Evans (Mountain Ash County School). **Joseph Thomas Scholarship** (£50): G. M. Treharne (Ogmore Secondary School). **R. H. Richards Scholarship** (£40): I. R. Davies (Llandyssul County School). **Robert Bryan Music Scholarship** (£35): W. E. Walters (Milford Haven County School). **David Morgan Thomas of Caterham Memorial Scholarship** (£25): J. E. B. Evans (Bridgend County Scholarship). **Sir Alfred Jones Scholarships** (£20): D. R. Jones and W. L. D. Ravenhill (Queen Elizabeth Grammar School, Carmarthen). **Elizabeth Davies (Bryntaith) Scholarship** (£20): M. Davies (Amman Valley County School). **Ellis Eyton Exhibition** (£10): B. P. Francis (Friar's School, Bangor). **Edward Jones Scholarship** (£20): A. M. Williams (Aberystwyth County School). **Cynddelw Welsh Scholarship** (£21): J. L. Lewis.

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2. SCHOOLS

ALDENHAM SCHOOL

Alfred Smith Scholarship: A. A. Whitaker (Mr. T. Darcy Yeo, Alcuin House School, Stanmore, Middlesex). **Junior Platt Scholarships:** P. A. Osmond (Messrs. K. T. Leighton and G. C. N. Grundy, Feltonfleet, Cobham, Surrey); J. K. Waddell, (Mr. A. V. C. Moore, Wavertree, Horley, Surrey); J. M. Kensington (Mr. W. D. Rogers, Belmont House School, Blackheath, S.E. 3). **Exhibitions:** P. J. St. B. Green (Mr. H. M. Bayley, Aylesford House, St. Albans); E. A. Van den Bergh (Mr. B. S. Farnfield, Bickley Hall, Bickley, Kent).

ANSTEY PHYSICAL TRAINING COLLEGE

Open Scholarship (50 guineas per annum for three years): E. Quigey (The Mount School, York).

APPLEBY GRAMMAR SCHOOL

"Sir James Whitehead" Boarding Scholarships (£30 per annum): W. V. Lancaster (Northwich, Cheshire); (£20 per annum): J. D. Thornton (Bampton, Westmorland).

ARDINGLY COLLEGE

Scholarships: M. L. Bickle (Beacon School, Teignmouth); G. W. Catmur, (Northcliffe House, Bognor); H. A. Cowie (The Abbey, Beckenham); C. V. Jackson (St. Nicholas's, Littlehampton); D. Keil (Ardingly College); P. R. White (The Mall, Twickenham).

ASHVILLE COLLEGE, HARROGATE

Duckworth Scholarship: E. R. Thompson (Shipley). **Entrance Scholarships:** G. Cooper (Market Rasen); G. Wilson (Morecambe). **Exhibitions:** D. Kirkman (Hull); D. H. Swift (Middlesbrough); J. Hartley (Castleford); G. Haithwaite (Surrey).

BADMINTON SCHOOL

Entrance Scholarship: Anne W. Christie (Mr. A. M. Harrison, The Downs' School, Charlton House, Portbury, Somerset).

BEAUMONT COLLEGE, OLD WINDSOR

Open Scholarships: C. C. C. Porri (Salesian School, Farnborough); N. Sydney Smith (Harcourt School, Andover); J. Webber (Chartridge Hill House, Chesham). **Other Scholarships:** R. N. Baseden (St. Anthony's, Eastbourne); H. McNair Jones (St. Anthony's, Eastbourne). **Exhibition:** B. E. Wallis (Holyrood School, Bognor Regis).

BEDALES SCHOOL, PETERSFIELD, HANTS

Scholarships (£80): M. Crosley (Bedales Junior School); (£50): P. Brown (Bedales Junior School); (£40): R. Boxer (The Girls' Grammar School, Watford) and R. Bray (Stafford's School, Harrow Weald).

BEDGEBURY PARK, GOUDHURST

Scholarships: I. MacFarlan (New Holt School, Alverstoke, Hants.) and R. Cartman (private tuition). **Exhibitions:** J. Peet (Swanbourne House School, Bletchley, Bucks.); P. Hardcastle (private tuition).

BEMBRIDGE SCHOOL, I.W.

Entrance Scholarship: N. H. T. Miseroy (Mr. W. C. Hughes, Park School, Ilford).

BENENDEN SCHOOL

Scholarships: Patricia Cook (Dragon School, Oxford, and Benenden); Mary Haigh (Parkfield, Horsham); Joan Pring (St. Helen's, Vanbrugh Park, Blackheath). **Exhibition:** Elizabeth Lockhart (St. David's, Englefield Green).

BERGMAN ÖSTERBERG PHYSICAL TRAINING COLLEGE

Open Scholarship (£80 per annum for three years): B. H. Bird (Whalley Range High School, Manchester).

BERKHAMSTED SCHOOL

Methuen Scholarships (£60): P. A. Harrison (Mr. H. R. Fussell, Southey Hall, Bookham); B. H. M. Jones (Mr. A. V. C. Moore, Wavertree, Horley). **Methuen Exhibitions** (£40): P. L. Elliott (Mr. I. Stuart, Hill Crest, Frinton); (£30): E. R. S. Fifoot (Berkhamsted Junior School, late the Dragon School, Oxford). **Incent Scholarships:** T. J. King, P. Handley, J. A. Long and D. H. Ruddy. **Foundation Scholarships:** O. E. Mott, J. D. St. Aubyn, P. C. Gibbs, A. F. Edwards, W. J. R. Harvey, P. Bradford, J. L. Silly, H. W. Lawrence and T. F. Wise.

BERKHAMSTED SCHOOL FOR GIRLS

New Open Scholarship (£21 per annum for four years): Elizabeth Mary Vines (Berkhamsted School for Girls).

BIRKENHEAD SCHOOL

Entrance Scholarship: H. F. Lewis (Mostyn House School, Parkgate). **Entrance Scholarship and "Governor's" Scholarship divided:** W. R. L. Ball (Kingsmead School, Hoylake) and P. N. Wood (Birkenhead Institute). **"Hind" Scholarship:** K. G. Roberts (Elleray School, Wallasey).

BISHOP'S STORTFORD COLLEGE

Scholarships: J. C. Ward (High School for Boys, Westcliff-on-Sea); J. D. Chinnery (Bishop's Stortford College Preparatory School); D. S. Collett (Carn Brea Preparatory School, Bromley, Kent); K. M. Harre (Bishop's Stortford College Preparatory School). **Exhibitions:** C. A. Martin (Bishop's Stortford College Preparatory School); W. H. Garwood (Bishop's Stortford College Preparatory School); M. A. Castle (Bishop's Stortford College Preparatory School). **Hailey Stewart Scholarship:** W. B. G. Hodgson (Bishop's Stortford College Preparatory School).

BLACKHEATH HIGH SCHOOL

Junior Entrance Scholarship: P. V. Coleman. **Maud Adams Exhibition:** M. Parsons.

BLOXHAM SCHOOL

Scholarships (£80): L. D. Wigg (Mr. E. F. Titley, St. Wulfram's, Bournemouth); (£50): P. G. Edgerley (Mr. C. E. Averill, Thorpe House, Gerrard's Cross); D. W. A. Pearson (Colonel W. H. Colley, St. Aubyn's, Woodford Green) and G. E. Mead (Mr. E. F. Titley, St. Wulfram's, Bournemouth); (£30): C. W. Rowland (the Rev. D. Campbell-Miller, Magnus School, Newark); S. L. Hill (Bloxham School); and A. D. Mew (Mr. C. R. Bloy, Banister School, Southampton).

BLUNDELL'S SCHOOL

Popham Dicken Scholarship (£100 per annum): J. A. Nelder (Mr. H. D. Stephen-Evans, St. Aubyn's, Tiverton, and Blundell's School). **Temple Scholarships** (£50 per annum): J. E. S. Russell (Messrs. Sealy, Lyon and Storey, Fonthill, East Grinstead); H. J. F. Jones (Mr. G. B. Bee, Eversley School, Southwold). **Thornton Scholarship** (£50 per annum): P. M. H. Kelly (Mr. A. R. Crosthwaite, Upcott House, Okehampton, and Blundell's School). **Exhibitions** (£30 per annum): R. K. Smyth-Osbourne (Mr. W. W. Johnstone-Wilson, Ashampstead, Seaford); P. Emrys-Jones (Mr. I. Owen Williams, Tre-Arddur House, Anglesea); A. B. Macdonald (Mr. R. D. Bastable, Probus School, Probus, Cornwall); J. A. Reynolds (Messrs. Drought and Shuttleworth, Eastman's School, Southsea); C. J. N. Lowe (Mr. W. W. Twyne, Parkfield, Sefton Park, Liverpool); J. R. D. Harvey (Mr. F. L. Green, Montpelier School, Paignton); C. E. D. Hearn (Sir B. Brodie and Mr. Prosser Evans, Holyrood School, Bognor Regis). **Day Boy Exhibitions:** R. W. H. Lockyer and D. P. Duffin (Tiverton Middle School).

BRADFIELD COLLEGE

Scholarship (£100): J. E. Digby (The Beacon, Bexhill-on-Sea); (£30): B. K. Madden (Mr. C. L. Macdonald, Amesbury School, Hindhead, Surrey).

BRIGHTON COLLEGE

Scholarships: G. J. R. Clarke (Messrs. Arnold and Gaussen, Brighton College Preparatory School, Lewes Crescent, Brighton); H. P. Farrar (Mr. G. C. Beall, St. Christopher's School, Hove); D. S. H. Griffiths (Messrs. Arnold and Gaussen, Brighton College Preparatory School, Lewes Crescent, Brighton); P. D. Hutchinson (Mr. R. A. A. Beresford, Lydgate House, Hunstanton); A. D. Mew (Mr. C. R. Bloy, Banister School, Southampton); A. Milkine (Mr. P. Griffith, The Hall, Cheshunt); P. A. Ravenshear (Mr. K. T. Leighton, Feltonfleet, Cobham). **Exhibitions:** E. M. F. Barker (Mr. P. Newton, St. Peter's Court, Burgess Hill); G. J. D. Brookes (Messrs. Hayward and Manning, Wykeham House, Worthing); P. L. Clegg (Mr. C. E. Crump, Clare House, Beckenham); M. Trounce (Mr. P. Griffith, The Hall, Cheshunt). **Gill Memorial Scholarships:** R. J. E. Bavin (Messrs. Arnold and Gaussen, Brighton College Preparatory School); R. A. Eeles (Major C. M. Phillips, Prestonville School, Brighton). **Gill Memorial Exhibitions:** P. L. Clegg and P. F. Hackwood (Mr. C. E. Crump, Clare House School, Beckenham); M. A. S. Marchant (Mr. E. L. Maunsell, Eardenstowe, Wisborough Green, Sussex); P. A. M. Vauqulin (Mr. H. R. Yates, Wootten Court, near Canterbury).

BROMSGROVE SCHOOL

Open Scholarships: I. D. L. Glidewell (Bromsgrove School); L. A. D. Harrod (Rev. K. Swallow, Preparatory School, Coventry); K. G. Buy (Messrs. Inglis and Walker, Lanesborough Preparatory School, Guildford); M. H. Hall (Mr. H. W. Whitehead, Chafyn Grove School, Salisbury); G. P. James (Rev. K. Swallow, Preparatory School, Coventry). **Music Scholarship:** D. H. Paul (Loughborough Grammar School). **Major Exhibitions:** F. C. R. Martin (Rev. R. Wontner, St. Giles School, St. Leonards-on-Sea); P. N. V. Newsome (Messrs. Olive and Batterbury, Rokeby School, The Downs, Wimbledon). **Foundation Scholarships:** N. T. Quinney (Mr. G. L. Waller (Finstall Park, Bromsgrove); R. M. Haines (Mr. M. Cork, St. Michael's School, Otford Court, Kent).

BRYANSTON SCHOOL

Scholarships (£70): W. A. A. Beamish (Mr. G. Hoyland, The Downs School, Colwall, Malvern); D. A. Scutt (Mr. W. E. Sealy, Fonthill, East Grinstead, Sussex); (£60): M. W. Eve (Mr. H. J. Salwey, The Pilgrims' School, Winchester); **Music Scholarship** (£40): D. H. Till. **Blandford Grammar School Scholarship** (£150): R. Greenfield. **Exhibitions** (£50): N. G. Bagnall (Mr. A. H. Long, Warden House, Upper Deal); J. C. Marris (Mr. G. A. Wathen, The Hall, Crossfield Road, Hampstead); (£40): J. S. M. Munro (Mr. A. Howard Evans, Betteshanger, Eastry, Kent); (£30): B. E. L. Thompson (Mr. G. Hoyland, The Downs School, Colwall, Malvern). **Bursaries (Major):** J. O. Cole (Mr. C. G. Stansbury, Western Province Preparatory School, Claremont); P. M. Olver (Mr. A. E. Lynam, Dragon School, Oxford); P. D. Barnitt (J. Engleheart, Moffats, Hatfield, Herts.); R. G. Bagnall (Mr. A. H. Long, Warden House, Upper Deal). **(Minor):** D. R. Bangham (Mr. G. Hoyland, The Downs School, Colwall); A. B. Davies (Seaford House, Littlehampton); I. S. Gordon-Brown (Mr. W. R. Seagrove, Normansal, Seaford); J. W. Macleod (Mr. G. Hoyland, The Downs School, Colwall, Malvern).

CAMPBELL COLLEGE, BELFAST

Junior Scholarships for three years: G. W. Bond (Mr. S. W. V. Sutton, Campbell College Preparatory School); W. E. Flewett (Campbell College); W. N. McAdam (Newry Intermediate School); G. F. Magee (Campbell College); M. F. Scott (Mr. E. P. Hewetson, The Craig, Windermere). **Exhibitions:** E. C. L. Dunne (Campbell College Preparatory School); W. J. McDowell (Campbell College).

CANFORD SCHOOL

Open Scholarships: D. Cooper (Messrs. Brewer, Turner and Ree, Chesterton, Seaford, Sussex); J. B. Winter-Lotimer (Mr. H. J. O. Marshall, Carn Brea, Bromley, Kent); N. M. Banton (Messrs. Fewings, Bryan and Browne, St. Andrew's, Eastbourne); K. H. Buckley (Mr. J. Lamb, Hailey School, Bournemouth); A. Paton (under 14½) (Messrs. Wilcox and Noble, Alleyn Court Preparatory School, Westcliff-on-Sea); R. F. Thompson (Mr. A. M. Wheeler, Cumnor House School, South Croydon); L. H. Migotti (Mr. J. C. Robinson, Soberton Towers, Hants.). **Drawing Scholarship:** P. C. Mellett (Messrs. Gladstone and Leman, Eaton House School, Eaton Gate, London, S.W. 1). **Music Scholarship:** D. W. L. White (Mr. R. J. Buisseret. St. Joseph's College, Totland Bay, I.W.) **Exhibitions:** W. Ackroyd (Mr. Paul Griffith, The Hall, Cheshunt, Herts.); J. Day (Mr. S. L. Allan, Kingwell Court, Bradford-on-Avon, Wilts.); M. E. Lane (Canford School); D. L. C. Pike (Messrs. Walters and Long, Uplands House, Buchan Hill, near Crawley); M. B. Sarson (Canford School).

CHARTERHOUSE

Junior Scholarships: P. M. Green (Mr. M. P. B. Hoare, Streete Court, Westgate); P. J. M. Trollope (Mr. G. F. Cameron, Lambrook, Bracknell); H. E. Wilkinson (Mr. C. M. Thomas, Cheltonia College, Streatham); H. T. Verry (Mr. H. J. Salwey, The Pilgrim's, Winchester); P. K. Drury (Mr. C. A. Ranger, Pinewood, Farnborough); R. W. Holder (Mr. G. B. Bee, Eversley, Southwold); R. D. W. Romanis (the Rev. W. R. Mills, Highfield, Liphook); F. J. Whitworth (Mr. C. D. E. Dewé, Allen House, Hook Heath, Woking); C. T. A. Ray (Mr. C. H. T. Hayman, Winchester House, Brackley); G. Gibbon (Mr. G. L. Robathan, Brightlands, Newnham); S. Gratwick (Mr. C. E. Crump, Clare House, Beckenham); J. M. Ellis (Mr. L. W. Herries, The Grange, Eastbourne); B. R. J. Walker (Mr. C. Walford, Homefield, Sutton). **Reginald and Maurice Bean Scholarship.**—J. E. Powell-Jones (Mr. E. S. Workman, Copthorne, Sussex).

CHELTENHAM COLLEGE

Entrance Scholarships (Music and Classics) (£100): A. G. Lambert (James of Hereford Scholar) (Mr. J. W. Webb-Jones, St. George's School, Windsor Castle, Berks; **(Classics)** (£80): R. St. John Buxton (Girardôt Scholar) (Mr. R. V. Barker Mill, Stoke House, Seaford, Sussex; **(General)** (£80): G. G. Campbell (Francis Wyllie Scholar) (Mr. H. A. Falkner, St. Peter's, Exmouth); H. S. Proudlock (Southwood Scholar) (Major C. F. C. Letts, Oakley Hall, Cirencester); **(Classics)** (£70): N. A. H. Campbell (Mr. G. R. Thompson, The Grange, Stevenage). (This includes an Old Cheltonian Scholarship of £20.) **Entrance Exhibitions (General)** (£60): A. R. C. Campbell (Dobson Exhibitioner) (Mr. L. L. C. Evans, Swanbourne House School, Winslow, Bucks.); **(Mathematics)** (£60): J. R Fischel (Mr. G. A. Wathen, The Hall, Hampstead; **(General)** (£50): G. J. Chambers (Mr. K. Harding, St. Bede's, Eastbourne; **(Languages and Music)** (£50): H. O. Richheimer (Mr. J. Lamb, Hailey School, Bournemouth West); **(Mathematics)** (£45): R. H. Wright (Jex-Blake Exhibitioner) (Captain W. W. J. Wilson, Ashampstead Seaford). **R.A.M.C. Scholarship** (£50): W. O. C. Young (Mr. C. G. Gordon-Brierley, Bigshotte, Wokingham). **Old Cheltonian Exhibition** (£20): J. M.

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Hodson (Major C. F. C. Letts, Oakley Hall, Cirencester). **Home Scholarships (Modern Languages)** (£70): A. J. Neame (formerly Lieut.-Col. G. F. W. Anson, Doon House, Westgate-on-Sea; **(Classics)** (£60): J. C. Lancaster, Junior School, Cheltenham). **Home Exhibitions (Mathematics)** (£40): G. K. Johnston (formerly Mr. A. Dudley-Smith, Holmleigh, Buxton); **(General)** (£40): J. S. L. Marjoribanks (formerly Mr. H. R. Yates, Wootton Court, near Canterbury; C. E. Baker (Junior School, Cheltenham). For day boys the actual value is two-fifths of the nominal value shown above.

CHELTENHAM LADIES COLLEGE

Leaving Scholarships (£50 per annum for three years): P. M. L. Carter (at Newnham College, Cambridge); A. B. Coster (at Girton College, Cambridge); (£40 per annum for three years): S. E. Wood (at Newnham College); (£25 per annum for three years): E. C. J. Gibson (at Newnham College). **Hay Scholarship** (£40 per annum): H. P. Mulcahy-Morgan (at St. Hilda's College, Oxford). **Magazine Scholarship** (£25 per annum for three years): G. E. Davies (at St. Hugh's College, Oxford).

CHRIST'S HOSPITAL

Scholarships: M. Barradell (Tollington School, Muswell Hill); J. M. F. Birmingham (King's College, Wimbledon); M. J. Bridges (Parkway Junior School, Welwyn); B. Creamer (City of London Freemen's School, Ashtead Park, Surrey); D. P. Crease (Bromley Road J.M. School, Beckenham); J. J. C. Day (Northbrook C.E. School, Lee, S.E.); M. Hatwell (Brampton Road School, Bexleyheath, Kent); R. F. Stacey (Durston House School, Ealing); R. S. W. Walker (Bromley County School); J. G. R. Williams (Hove High School); J. Brodie (Clapham High School); R. M. Cameron (Queen Elizabeth's Grammar School, Barnet); P. C. Humphries (Kensington High School); P. Moloney (St. Katharine's School, Wantage); P. M. Robertson (Sutton High School); M. Y. Stant (Sir John Deane's Grammar School, Northwich); S. Tello (Burlington School, Wood Lane, Hammersmith); P. M. Watts (Causeway School, Horsham); B. R. Wilson (Hampstead Garden Suburb School).

CLAYESMORE SCHOOL

Major Scholarships: T. L. Bradbeer (Mr. R. A. L. Everett, Clayesmore Preparatory School, Charlton Marshall, Blandford, Dorset); G. F. Bryant (Mr. A. Bruce Anderson, Belmont School, Dorking); L. H. Pimm; L. Schaffer (Mr. R. A. L. Everett, Clayesmore Preparatory School, Charlton Marshall, Blandford, Dorset). **Minor Scholarships:** A. Clifford (Mr. K. V. Beach, Kilvington Hall, Enfield Chase); C. W. Farrow (Mr. R. T. Gladstone, the Abbey School, Beckenham); B. G. Simpson (Mr. Herbert Braby, Pennthorpe School, Chislehurst, Kent); E. C. M. Thomas (Mr. E. W. Malden, St. Anselm's School, Croydon); D. A. J. de Witt (Mr. T. E. Winslow, South Lodge Preparatory School, Sawbridgeworth).

CLIFTON COLLEGE

Scholarships (£100): A. H. Laxton (Mr. K. A. Moresby, Colchester House Clifton); F. R. Barratt (Mr. F. J. Oberlé, Boys' High School, Durban); D. W. F Hallam (W. H. S. Laxton Scholar) (the Rev. S. T. E. Chinneck, Ovingdean Hall, Brighton); (£80): J. D. Marsh (Mr. T. S. Wheildon-Brown, Terra Nova, Birkdale); T. J. O. Hickey (Norman Cook Scholar) (Messrs. Cameron and Forbes, Lambrook, Bracknell); (£60): W. R. Bradford (Mr. F. W. Andrews, Picket Post, near Ringwood); N. B. Finter (Louisa Percival Scholar) (Clifton College); (£40): A. G. F. Hall-Davis (Mr. T. S. Wheildon-Brown, Terra Nova, Birkdale); T. B. Edwards (Clifton College Preparatory School); P. J. Lloyd (Mr. R. Corbett, The Old Malthouse, Langton Matravers). **Music Scholarship** (£70): G. W. Brown (the Rev. E. E. Roberts, Cathedral Choir School, Oxford). **Old Cliftonian Scholarship** (£35): R. Arrowsmith-Brown (Mr. G. Meakin, Sandle Manor, Fordingbridge). **Preparatory School Scholarship** (£25): B. R. D. Clarke (Clifton College Preparatory School). **Exhibitions** (£25): J. A. Goodchap (Mr. A. M. Harrison, The Downs School, Portbury); E. R. Lloyd (Mr. R. Corbett, The Old Malthouse, Langton Matravers); J. W. V. Palmer (Messrs. Neligan and Burton, Broadwater Manor House, Worthing); A. Phillips (Messrs. Lord and Bowden, Westbourne House, Penarth).

CRANBROOK SCHOOL

Scholarships (£75): J. Q. McMaster (the Rev. C. E. Squire, Little Appley, Ryde, I.W.); (£50): P. Brett (Cranbrook School and Mr. A. Howard Linford, Downsend, Leatherhead); A. M. James (Mr. C. Walford, Homefield School, Sutton; (£40): M. C. Gilbert (Cranbrook School); A. Easterfield (Mr. E. M. Lawford, Bassets, Farnborough, Kent); (£30): R. E. Groves (Captain F. Morgan, Ash-Eton, Folkestone). **Exhibitions** (£25): R. Gerrard (Mr. A. M. Brummell Hicks, Merrion House, Sedlescombe, Sussex) and J. G. Phillips (Mr. E. T. Davis, Parkside School, East Horsley, Surrey).

CRANLEIGH SCHOOL

Scholarships: D. K. Tucker (Major F. K. Norman, The New Beacon, Sevenoaks); R. Hannah (Mr. C. F. Greenwood, Mill Mead, Shrewsbury); H. F. Mason (Cranleigh School and Mr. J. W. Webb-Jones, St. George's School, Windsor). **Exhibitions:** W. A. Beaumont (Mr. T. B. Littlewood, Terrington Hall, Yorkshire); A. P. St. John (Mr. C. H. T. Hayman, The Manor House, Brackley); C. F. Dashwood (Cranleigh School and the late Mr. W. Edgar Jackes, St. Dunstan's, West Worthing); O. C. Craske (Mr. S. P. M. Leake, Dulwich College Preparatory School); J. B. Turtle (Mr. L. L. C. Evans, Swanbourne House, Winslow, Bucks.). **Music Scholarship:** J. P. West-Taylor (Cranleigh School and Mr. J. W. Webb-Jones, St. George's School, Windsor. **Music Exhibition:** J. E. E. Frew (Mr. G. S. Butler, Winchester Lodge, Torquay).

DAVIES'S

Foundation Scholarships (£200): A. Little (Lysmore Village Road, Oxton Birkenhead) and H. Brooksbank (Twyning Farm, Tewkesbury, Gloucester). **Bursaries** (£40): S. Mandelkorn (29 Lancaster Grove, London, N.W. 3) and A. Valpy (37 Southgate Road, Potters Bar).

DEAN CLOSE SCHOOL, CHELTENHAM

Scholarships (£60): J. R. Blyth (Mr. B. H. Molony, Stroud School, Haslemere); E. R. Evans (Mr. C. M. Glover, Norfolk House, Beaconsfield). **Exhibitions:** M. H. Struthers (The Grammar School, Tewkesbury); R. B. Reeve (The High School, Swindon); A. G. W. Rees (Mr. T. R. Coombes, Llandaff Cathedral School). **Scholarship increased:** G. L. Harrison (Dean Close School, formerly Mr. E. C. S. Everard, Winterdyne School, Birkdale, Southport, Lancs.).

DENSTONE COLLEGE

Major Scholarships: D. V. Gaulter (the Rev. H. S. Barber, Denstone College Preparatory School); M. J. Foizey (Denstone College); D. B. Braun (Mr. C. M. Glover, Norfolk House, Beaconsfield). **Minor Scholarships:** J. D. Slater (Denstone College); D. W. Dawson (Captain C. F. Greenwood, Mill Mead, Shrewsbury); J. A. Skinner (Denstone College); D. F. Mant (Denstone College); R. Green (Miss Lodge, Bow School, Durham); C. V. Hollingsworth (the Rev. H. S. Barber, Denstone College Preparatory School). **Sons of Clergy Scholarships (Major):** C. E. Gilbert (Mr. T. J. E. Sewell, Old Buckenham Hall, Norfolk); C. J. S. French (Miss Lodge, Bow School, Durham); **(Minor):** T. G. Buffey (Denstone College). **Musical Scholarship (Major):** D. H. F. Price-Hughes (the Rev. N. H. Parcell, Bryntiron School, Bridgend). **Exhibitions:** R. W. Ladbury (the Rev. H. S. Barber, Denstone College Preparatory School); T. V. Lawson (Mr. S. Woodhams, Moorlands Preparatory School, Far Headingley); J. Strickland (Mr. F. S. Cooper Venables, Orleton, Scarborough); S. C. Asbury (Mr. G. K. Dovey, Prestfelde, Shrewsbury); H. D. Newell (Mr. R. E. Patterson, Ramillies Hill School, Cheadle Hulme); P. F. W. Monk (Mr. C. E. Rhodes Harrison, Somerville Preparatory School, New Brighton); J. S. Clark (Miss Lodge, Bow School, Durham).

DOLLAR ACADEMY

Entrance Bursaries: H. M. Drysdale, K. Silver, T. Paterson, M. W. Gillies, E. M. Sutherland, E. J. Paterson, S. M. Wilson, M. H. Dowie, I. E. Mailer, J. B. Wood, R. Scott, M. S. Blackwood. **University Scholarship:** H. W. Davidson.

DOVER COLLEGE

Astor Scholarships: P. W. Denny (Mr. H. D. R. P. Lindsay, Gadebridge Park, Hemel Hempstead, Herts.); G. Wilkinson (Mr. D. J. V. Hamilton-Miller, Shrewsbury House, Ditton Hill, Surrey); R. T. R. Pierce (Mr. W. A. Marshall, Lansdowne School, High Wycombe, Bucks.); C. B. H. Barford (Mr. R. J. S. Curtis, Hurst Court, Ore, Sussex).

DOWNSIDE SCHOOL

Scholarships: A. P. C. Bacon (The Old Ride, Branksome Park, Bournemouth); M. Musgrave (Ealing Priory School, London); M. G. Gaisford (Worth Scholarship) (Worth Preparatory School, Crawley, Sussex). **Exhibitions:** R. L. Elgood (Durlston Court, Swanage); J. Daly (Mulhall Scholar) (Worth Preparatory School, Crawley, Sussex).

DULWICH COLLEGE

Governors' Scholarships (£45 per annum): J. A. Hill (Messrs. Leake and Leakey, Dulwich College Preparatory School); K. D. Brown (Messrs. Leake and Leakey); A. H. MacDonald (Messrs. Leake and Leakey); J. G. Stebbing (Dulwich College); A. A. M. Stripp (Messrs. Leake and Leakey); J. A. Snowdon (Messrs. Leake and Leakey).

DURHAM SCHOOL

King's Scholarships: R. R. Kirby (Mr. H. J. Kittermaster, Cargilfield School, Edinburgh); R. F. Lord (Rev. H. Y. Ganderton, The Chorister School, Durham) and P. E. Cornish (Mr. R. M. Garth, Lisvane School, Scarborough); K. R. Brown (Mr. H. Salmon, Ascham House School, Gosforth).

EASTBOURNE COLLEGE

Entrance Scholarships: D. A. Tyler (Mr. A. E. Miller, Durston House, Ealing); B. T. Pegg (Messrs. Dewe and Cannon, Allen House, Hook Heath, near Woking) and N. Lea-Cox (Mr. C. H. T. Hayman, Winchester House School, Brackley); G. F. Johnson (Mr. E. Dodd, Downside School, Purley); P. Bryan-Brown (Colonel L. C. Stevens, Chelmsford Hall, Eastbourne); J. P. Davis (Sir B. C. Brodie and Mr. Prosser-Evans, Holyrood School, Bognor); H. E. Woodcock (Day Boy Scholar) (H. E. Woodcock, Dragon School, Oxford).

ELLESMERE COLLEGE

Scholarships: D. A. L. Davies (Mr. H. Gordon Garratt, County Secondary School, Llandrindod Wells); G. F. Rice (W. W. Twyne, Parkfield, Setton Park, Liverpool); G. H. Saph (Mr. N. H. Parcell, Bryntirion School, Bridgend, Glos.); J. P. Thomas (Mr. N. H. Parcell, Bryntirion School, Bridgend, Glos.).

EPSOM COLLEGE

Leverhulme Scholarship (£120 per annum): J. M. Alderton (C. M. Jackson, Mistley Place School, Manningtree). **Thomson-Broughton Scholarship** (£120 per annum): J. G. Brooks (F. G. Turner, Tormore School, Deal). **Open Entrance Scholarship** (£100 per annum): I. G. Daniel (E. Dodd, Downside School, Purley). **Open Scholarship** (£60 per annum): B. I. F. Eminson (T. G. Hughes, Rose Hill School, Banstead). **Open Scholarship** (£60 per annum): A. T. de L. Woods (A. C. Rutherford, Sompting Abbott's School, Worthing). **Open Scholarship** (£40 per annum): D. E. E. Jones (Grove Park County School, Wrexham).

ETON COLLEGE

Foundation Scholarships: M. J. A. Broom (Ripley Court, Ripley, Surrey); D. W. Snow (Edge Grove, Aldenham, Herts.); C. E. Headlam (Highfield School, Liphook, Hants); G. Barraclough (Furzie Close, Barton-on-Sea, Hants); P. N. Hamilton (Bilton Grange, Rugby); D. C. Humphreys (Lambourn, Bracknell, Berks.); C. M. Tatham (Packwood Haugh, Hockley Heath); R. L. Baxter (Highfield School, Liphook); G. F. Farrer (Highfield School, Liphook); G. B. B. Hunter (Ascham St. Vincent's, Eastbourne); P. A. M. James (St. Cyprian's, Eastbourne); N. D. Paget (Sommerfields, near Oxford); M. G. Dealtry (Packwood Haugh, Hockley Heath); H. de Glanville (Ascham St. Vincent's, Eastbourne); D. J. E. Sladden (Earleywood School, Ascot); A. J. Gibson-Watt (Scaitcliffe, Englefield Green); J. L. Knox (Hurstcourt, Ore, Sussex); A. K. Rawlinson (Maidwell Hall, Northampton); F. J. N. Curzon (Eton College, formerly at Scaitcliffe, Englefield Green); R. W. R. Pemberton (Scaitcliffe, Englefield Green).

FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE

"Faraday" Scholarship (80 guineas per annum for three years): T. Pearcey (Strand School). **Maxwell Scholarship** (60 guineas per annum for three years): B. V. Poulston (Kilburn Grammar School). **Exhibitions** (60 guineas per annum for two years): J. T. Morris (Epsom College); (50 guineas per annum for two years): N. A. Brampton (Stamford School).

FARRINGTONS, CHISLEHURST

Entrance Scholarship (£80 per annum for three years): G. Morgans (Dunottar School, Reigate). **Exhibition** (£40 per annum for three years): E. Wallis (private tuition). **"Silver Jubilee" Exhibition** (£25 per annum for three years): P. Tregear (Chichester High School).

FELIXSTOWE COLLEGE FOR GIRLS

Scholarships: R. Latimer (Yore Bank School, Ripon); P. Evans (Channing School, Highgate); R. Ward (Gowstowe School, Bucks.); P. Broker and M. Broker (Ely High School); E. McVie.

FELSTED SCHOOL

Open Scholarships: W. B. Pooley (Mr. A. W. Kingdon, Sandrock Hall, Hastings); R. H. Mellish (Mr. H. A. Falkner, St. Peter's, Exmouth); P. B. Cree (Mr. S. Cruickshank, Edinburgh House, Lee-on-Solent); J. Wynne-Jones (Mr. C. F. Greenwood, Mill Mead, Shrewsbury); I. S. Philcox (Mr. F. G. Turner, Tormore School, Deal); W. A. G. Spicer (Felsted School and Mr. E. D. W. Mowbray, Milbourne Lodge, Esher); C. J. Herington (Mr. A. C. Rutherford, Sompting Abbots, Worthing); D. J. Ransom (Mr. R. T. Campbell, Shirley House School, Watford). **Exhibitions:** C. H. H. Owen (Mr. F. G. Turner, Tormore School, Deal); S. C. Stuart King (Mr. C. A. Perkin, The Grange, Matfield); R. A. Ledward (Mr. A. N. Evans, Colet Court, W. 6).

FETTES COLLEGE

Added to the Foundation: D. M. Cameron, M. D. Dawson, D. M. S. Fairweather, A. C. Humphries, A. S. V. McKenzie, A. F. B. Milligan, R. T. Sanders, D. E. M. Thomson, P. J. C. Watkins and M. M. Willcock. **Foundation Scholarship:** J. A. Gillies.

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FRAMLINGHAM COLLEGE

Entrance Scholarships (£40): P. L. Elliott (Mr. I. C. Stuart, Hill Crest, Frinton); (£30): L. Hinds (Framlingham College Junior House) and B. W. Murphy (Mr. A. Melville Jackson, Felixstowe); (£20): D. Demptser (Lycée, Tangiers) and P. I. Adams (Colonel Colley, St. Aubyn's, Woodford Green).

FRENSHAM HEIGHTS, FARNHAM

Scholarship (J. T. Rawson) (The Beacon, Bexhill-on-sea).

GRESHAM'S SCHOOL, HOLT

Scholarships: N. S. Brooke and O. H. Wyatt (Mr. W. G. Butler, St. Faith's, Cambridge).

HARROGATE COLLEGE

Scholarships (£50 per annum): T. Skelsey (Sydenham High School); (£40 per annum): M. Field (Rotherham High School). **Exhibition** (£25 per annum): R. Gaymer (Convent of Jesus and Mary, Ipswich). **Over-age Bursary** (£50 per annum): M. Davies (Hiatt College, Wellington, Shropshire).

HEREFORD CATHEDRAL SCHOOL

Scholarships.—M. G. Norcock (Mr. G. Kendal Dovey, Prestfelde, Shrewsbury); A. C. Smith (Leominster Grammar School); R. D. M. Lewis (County School, Aberystwyth. **Philpottine Senior Exhibitions:** J. M. Burch and D. J. Wardle (Cathedral School, Hereford). **Philpottine Junior Exhibition:** H. D. M. Owen (Cathedral School, Hereford); P. V. Skinner (Porthcawl).

HURSTPIERPOINT COLLEGE

Senior Scholarships: B. Sheldon (Mr. C. T. Lindford, Downsend School, Leatherhead); R. F. Benton (Mr. W. O'Byrne, Claremont School, Hove, Brighton). **Scholarships** (£40): P. M. Curtis-Bennett (Mr. A. G. Rutherford, Sompting Abbotts, Worthing); B. H. Du Heaume (Mr. G. M. Faulkner, Falconbury School, Bexhill-on-Sea). **Scholarship** (£30): B. C. Brinkler (Hurstpierpoint College). **Exhibitions:** J. M. Caffyn (Hurstpierpoint College); L. M. Phillips (Major Phillips, Prestonville School, Brighton); R. Allen (Mr. J. Beckett, Limes School, Croydon).

IMPERIAL SERVICE COLLEGE

Scholarships: A. M. B. Walker (S. L. Griffith, Barfield School, Runfold, Farnham, Surrey); R. E. Holmes (the Rev. S. T. E. Chinneck, Ovingdean Hall, Brighton). **Exhibitions:** I. T. C. Wilson (G. Meakin, Sandle Manor, Fordingbridge, Hants.); D. R. Gifford (J. H. A. Appleton, Glengorse, Battle); P. F. Orchard (C. J. B. Robinson, Norwood, Pennsylvania, Exeter).

KELLY COLLEGE, TAVISTOCK

Scholarships: R. J. Carey (Mr. A. R. Crosthwaite, Upcott House, Okehampton); P. H. Green (Mr. E. M. Adolphus, Avington School, Boscombe). **Exhibitions:** M. C. Reed (Mr. G. S. Butler, Winchester Lodge, Torquay).

KING EDWARD'S SCHOOL, BIRMINGHAM

Foundation Scholarships: J. M. C. W. Baker, M. J. Bench, M. N. Molesworth, N. S. Sutherland, G. F. Trobridge.

KING WILLIAM'S COLLEGE, ISLE OF MAN

Major Scholarships (£72 per annum): P. S. Gelling (King William's College); (£60 per annum): W. L. Quine (King William's College); J. H. Radcliffe (King William's College); (£50 per annum): P. J. Greenwood (Douglas High School); K. R. R. Wilson (King William's College); A. H. Muir (Sir John Deane's Grammar School, Northwich); J. F. H. Rylance (Mr. R. M. D. Grange, Aberdour School, Banstead). **Minor Scholarships:** J. P. Heron (Mr. C. E. Averil, Thorpe House School, Gerrard's Cross); P. R. G. Cowley (King William's College); R. W. Corlett (Ramsey Grammar School); J. M. Hough (King William's College); T. A. H. Hodson (King William's College); F. L. Jones (Bootle Secondary School); W. M. Crelin (King William's College); A. R. Hack (King William's College) P. A. Downward (King William's College); E. Martin (Ramsey Grammar School).

KING'S COLLEGE, TAUNTON

Scholarships: E. L. Crabbe (Mr. M. E. Cork, St. Michael's, Otford, Kent); R. H. Pendle (the Rev. J. D. W. Burton, Broadwater Manor House, Worthing, Sussex); D. L. Hambly (Mr. J. L. I. Palmer, Wellow Wood School, Romsey, Hants). **S. Nicolas Close Scholarship:** I. Turner (Mr. V. F. Ball, S. Nicholas School, Yeovil). **Exhibitions:** H. Newell (Mr. G. R. Bryant, Etonhurst, Ashcott, near Bridgwater); P. G. Paget (Mr. H. C. Dudley, Mount Pleasant School, Southbourne); J. Davies (Mr. R. T. Gladstone, The Abbey, Beckenham, Kent); A. N. Turney (Mr. A. M. Harrison, The Downs School, Portbury, Bristol).

KING'S SCHOOL, BRUTON

Scholarships (£40 per annum): C. A. Busk (Mr. A. W. FitzAucher, Charters Towers, East Grinstead); (£30 per annum): D. St. J. Mosse (Mr. W. J. V. Tomlinson, St. Cyprian's, Eastbourne). **Exhibitions** (£25 per annum): R. H. Sheldon (Mr. J. W. Webb-Jones, St. George's Choir School, Windsor Castle); A. C. Drane (Mr. L. Daunt, The Beacon School, Teignmouth).

THE KING'S SCHOOL, CANTERBURY

Lord Milner Memorial Scholarship: I. K. Meek (Messrs. Dickson and Gardner, Orley Farm, Harrow). **Entrance Scholarships and King's Scholarships:** T. H. Boultbee (Mr. R. Juckes, Milner Court, Sturry); J. D. Armstrong (Mr. F. H. Woode, High School, West Hartlepool); E. H. Cornelius (Messrs. M. and A. F. Bickmore, Yardley Court, Tonbridge); J. L. Hahn (King's School); D. F. Murray (King's School). **King's Scholarships:** P. D. Grant (Mr. H. A. Turner, Pembroke House, Gilgil, Kenya); P. A. B. Gethin (Mr. J. D. Parmiter, Eagle House, Sandhurst); R. E. Groves (Captain F. Morgan, Ash-Eaton, Folkestone); K. V. Jones (Mr. B. S. Farnfield, Bickley Hall, Bickley); S. A. R. Cawston (Messrs. J. H. Appleton and G. E. White, Glengorse, Battle).

KING'S SCHOOL, ROCHESTER

King's Scholarships: R. J. Stratton, W. T. Armstrong, D. C. King. **Minor Scholarships:** F. E. Sparshott, D. Moakes. **Governors' Exhibition:** F. W. Armstrong.

KING'S SCHOOL, WORCESTER

King's Scholarship: J. D. Hampton (Orley Farm, Harrow, and the King's School, Worcester). **Entrance Exhibitions:** P. R. Oades (Cathedral School, Salisbury) and B. C. V. Cant (St. Christopher's School, Bath).

KINGSWOOD SCHOOL

Scholarships (£50): I. N. Lang (Mr. N. Jukes, Sevenoaks Preparatory School); M. E. Fry (Mr. A. E. Lynam, Dragon School, Oxford); J. D. Ede (Mr. Coombes, The Cathedral School, Llandaff). **Exhibition** (£30 for one year): J. B. Duthie (Kingswood School).

LANCING COLLEGE

Scholarships: G. F. Johnson (Mr. E. Dodd, Downside, Woodcote Lane, Purley); R. A. Routh (Mr. P. D. Fee Smith, The Old Hall, Wellington, Salop); B. W. Johnson (Mr. W. R. Seagrove, Normansal, Seaford); N. L. Thunder (Mr. R. T. Gladstone, The Abbey, Beckenham, Kent); A. O. Arthur (Lancing College and Mr. B. Farnfield, Bickley Hall, Bickley, Kent); D. Hollis (Lancing College and the Rev. S. T. E. Chinneck, Ovingdean School, Brighton); J. E. Y. Shepherd (Mr. R. J. Curtis, Hurst Court, Ore, Sussex); A. F. Wallis (Messrs. Goldman and Brack, Thrings, Brunswick, Haywards Heath). **Music and Choral Scholarships:** D. M. O. Gould (Mr. E. L. Griffiths, Cathedral School, Salisbury); J. Dale (Mr. E. Laming, Nevill House, Eastbourne); C. R. Campling (Mr. M. de Wharton Burr, Belmont School, Clayton-Wickham, Hassocks); G. F. Heath-Stubbs (Mr. R. C. Martin, Junior School, King's School, Bruton).

LEAMINGTON HIGH SCHOOL FOR GIRLS

"Leamington" Leaving Scholarship: R. Merewether. **Machen Scholarship:** V. Hammond. **School Scholarship:** M. Crawley. **Bursaries** (given by the L.H.S. Old Girls' Association): P. White, B. Hollick, B. Marson. **Junior Exhibitions (Internal, First Class):** U. Ewins; **(Second Class):** H. Merewether (Special Award): M. Cherry. **(External, Second Class):** A. Bowen (Southlands School, Leamington, and Leamington High School); W. Metcalf (The Bungalow School, Coventry). **Boarders' Scholarship:** H. Sproule (Rynaby School, Banbury).

LEYS SCHOOL

Kerr Memorial Scholarship (£100): E. R. Creeeen. **Foundation Scholarships** (£100): F. N. H. Robinson (Mr. H. Wilkinson, Chigwell House, Edgbaston, Birmingham); H. M. Lloyd (Grove Park School, Wrexham). **Moulton Scholarships** (£60): G. M. Farrington (Mr. T. S. Wheildon Brown, Terra Nova, Birkdale, Lancashire); F. J. Long (King Edward VI School, Lichfield). **Foundation Scholarships** (£60): R. M. Whitby (Mr. R. J. Mowll, Great Walstead, Lindfield, near Hayward's Heath, Sussex). **Exhibitions** (£40): S. T. L. Harbottle (Mr. R. F. Cumberlege, Newcastle Preparatory School, Newcastle-on-Tyne); W. J. Chapman (Mr. C. Walford, Homefield, Sutton, Surrey); M. R. Stevens (Mr. A. T. L. Hickson, Oldfeld, Swanage, Dorset); P. E. Molloy (King Edward VII School, Sheffield). (£25): H. S. Sharpley (Mr. G. R. Forbes, St. Hugh's, Woodhall Spa, Lincs.); R. N. Burtsal (Mr. G. B. Bee, Eversley School, Southwold, Suffolk). **Bullen Exhibition** (£25): G. W. Bonsall (City of Norwich School).

LIVERPOOL COLLEGE

Entrance Scholarships: J. J. G. Hunter (Mr. L. P. Dealtry, The Leas School, Hoylake); R. H. Ramm (Liverpool College). **Entrance Exhibitions:** O. G. Hughes (Liverpool College), M. L. Southern (Mr. A. M. D. Grenfell, Mostyn House School, Parkgate); H. Keidan (Liverpool College). **Madden Exhibition:** J. A. Vickers (Liverpool College). **Dean Howson Exhibition** (open to sons of clergy): J. R. Benson (Mrs. F. P. Dubois, Heatherlea Preparatory School, Liverpool). **Choral Exhibitions:** A. C. Chadwick (Mrs. F. P. Dubois, Heatherlea Preparatory School, Liverpool); M. A. W. Grundy (Miss M. B. G. Grundy and Miss E. G. Busby, Fairfield Preparatory School, Liverpool).

MAGDALEN COLLEGE SCHOOL, OXFORD

Old Boys' Scholarship (£60 per annum): A. G. W. Rees (Llandaff Cathedral School). **School Exhibition** (£25 per annum): C. R. Baines (Magdalen College School). **School Exhibition** (£20 per annum) **and House Exhibition** (£20 per annum): D. C. Morris (Magdalen College School). **School Exhibition** (£20 per annum): E. J. Bishop (New College School and Magdalen College School). **House Exhibition** (£20 per annum): R. A. Bruce (Shebbear College, Beaworthy).

MALVERN GIRLS' COLLEGE

Major Scholarships: S. Cullis (Halstead Place School, near Sevenoaks); V. Taylor (The Hill School, Yardley); S. Thorogood (Putney High School). **Minor Scholarships:** M. Raynor (St. Felix School, Southwold). **Music Scholarships:** R. East (pupil of Miss S. G. B. Thomas); U. Snow (pupil of Miss K. Danvers Martin, Exeter). **Music Exhibitions:** D. Fenton (St. Michael's School, East Grinstead); M. Raynor.

MARLBOROUGH COLLEGE

Open Scholarships (Juniors): J. H. M. Pinder (House Scholar) (Mr. W. B. Harris, St. Ronan's, West Worthing); D. R. Richards (Mr. R. H. Routledge, Moorland House, Heswall, Cheshire); M. D. Hobkirk (Mr. R. H. Routledge, Moorland House, Heswall, Cheshire); C. J. Cowlin (Messrs. Inglis and Walker, Lanesborough Preparatory School, Guildford); A. B. Phillips (Mr. C. H. T. Hayman, Winchester House, Brackley); J. A. M. Mitchell (the Rev. W. R. Mills, Highfield School, Liphook); J. S. J. Margetson (Mr. J. Alan Rannie, West Hayes, Winchester). **Seniors (Classical):** M. H. A. T. Bayon; G. A. Fraser (Berens Scholar); E. R. Nares; Hon. Men.: J. D. F. Davison. **(Mathematical):** N. S. Forward; M. W. B. O'Loughlin (Ireland Scholar); D. C. Hobson; **(Modern Languages):** M. H. P. Le Gros; R. P. Lister (H. J. Deacon Scholar); **(Natural Science):** W. J. H. Fyffe (Douglas Joseph Geere Scholar); J. Scudamore. **Author's Scholarship:** W. R. Swann. **Foundation Scholarships:** J. F. Burdett (Mr. A. W. Roberts, Langley Place, Baldslow, St. Leonard's-on-Sea); T. G. Chaplin (Mr. C. M. Fiddian, King's College School, Cambridge); D. L. Stewart (Messrs. Pidcock and Cooper, Bramcote, Scarborough); T. G. Tyndall (Mr. D. T. Cary Field, West House School, Edgbaston, Birmingham); D. H. Nix-Seaman (Mr. G. Bernard Bee, Eversley School, Southwold, Suffolk); A. J. Earp (Rev. H. M. S. Taylor, Cheam School, Headley, Newbury); D. W. Gravell (Mr. R. H. Routledge, Moorland House, Heswall, Cheshire); C. J. McCubbin (Mr. R. W. Thompson (Aysgarth School, Bedale, Yorks.); F. O. J. Otway (Mr. E. G. Maltby, Hydneye House, Baldslow, St. Leonard's-on-Sea); B. R. R. Potter (Marlborough College); P. W. James (Mr. F. S. Cooper Venables, Orleton, Scarborough); R. M. Bankes-Jones (Mr. H. S. Forster, Cottesmore School, Hove); B. B. Salmon (Mr. R. M. Chadwick, Forres, Swanage); J. S. J. Margetson (Mr. J. Alan Rannie, West Hayes, Winchester).

MERCHANT TAYLORS' SCHOOL

Scholarships: T. J. Brown (Atholl House School, Pinner, Middlesex); J. M. Gardner (Gayhurst School, Gerrard's Cross, Bucks.); A. P. Hockaday (St. John's School, Pinner, Middlesex); D. M. Ritson (Peterborough Lodge, Hampstead, N.W.); D. T. Smith (Quainton Hall School, Harrow, Middlesex); J. H. Villiers (Rottingdean School, Brighton, Sussex).

MERCHISTON CASTLE SCHOOL

Scholarship (£80): H. McWilliam (Messrs. Killick and Ainslie, Clifton Hall Preparatory School, Newbridge, Midlothian).

MILL HILL SCHOOL

Entrance Scholarships: J. A. Blair (Mr. A. E. R. Roberts, Belmont, Mill Hill) and H. Hamill (Mr. C. Hamilton Baynes, New College School, Oxford); A. W. Barnes (Mr. A. E. Lynam, Dragon School, Oxford); S. E. Thomas (Mill Hill School); H. B. Warmington (Mr. A. E. R. Roberts, Belmont, Mill Hill); and K. A. Wharhirst (Mr. A. E. R. Roberts, Belmont, Mill Hill); B. D. Barnes (Mill Hill School); J. E. B. Entwistle (Dragon School, Oxford). **Ministerial Exhibition:** G. J. MacGregor (Stockton House School, Fleet, Hants.).

MONKTON COMBE SCHOOL

Senior Scholarship: H. J. E. Haggard (Mr. G. S. Butler, Winchester Lodge, Torquay). **Junior Scholarships:** J. H. Paterson (Rev. W. L. Jameson, Monkton Combe Junior School); D. M. Lang (Mr. E. B. Pryor, St. Christopher's School, Bath). **Exhibition** (£40 per annum): R. M. Wedgwood (Rev. W. L. Jameson, Monkton Combe Junior School). **Exhibitions** (£25 per annum): G. B. Chamberlain

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(Mr. H. L. Whytehead, Chafyn Grove School, Salisbury); J. R. Brown (honorary) (Rev. W. L. Jameson, Monkton Combe Junior School); J. L. Treloar (Mr. B. Watts, Glaston Tor School, Glastonbury, Somerset).

MONMOUTH SCHOOL

Foundation Scholarships: A. D. Mew (Mr. C. R. Bloy, Banister School, Southampton); J. G. Morgan, J. Nicholas (Monmouth School). **Exhibitions:** H. M. R. E. Neale (Mr. J. R. Coombes, Cathedral School, Llandaff); D. Evans (Elm Tree House School, Llandaff).

OUNDLE SCHOOL

Scholarships or Exhibitions: T. E. Butcher (Mr. H. S. Forster, Cottesmore School, Hove); G. A. Cooper (Mr. D. H. K. Welsh, Stancliffe Hall, Darley Dale, Derbyshire); I. B. Hossack (Mr. B. S. Farnfield, Bickley Hall, Kent); D. Razzak (Messrs. Robatham and Brice Smith, Brightlands, Newnham, Glos.); T. W. Wright (Mr. J. L. Stow, Horris Hill, Newbury, Berks.).

PANGBOURNE NAUTICAL COLLEGE

Open Competitive Scholarships (£40 per annum, tenable for three years): M. A. C. Russell (Stoke House School, Seaford) and R. H. Mocatta (Southdown School, Seaford), who will join the Nautical College in September.

PALMER'S SCHOOL, GRAYS

County Major Scholarships: R. J. Bush and J. R. Fletcher.

PENRHOS COLLEGE, COLWYN BAY

Entrance Scholarships (£50 per annum): E. M. Ellis (Penrhos College, Colwyn Bay); J. M. W. Bolt (Amberleigh Private School, Chorlton-cum-Hardy, Manchester). **Bursaries** (£30 per annum): S. P. Sanderson (Girls' High School, Chapel Allerton, Leeds); M. I. G. Smallwood (Wakefield Girls' High School).

PERSE SCHOOL, CAMBRIDGE

Foundation Scholarships: G. A. Dirac, R. J. G. Hobson (Perse School), J. C. Barrett, J. D. Dodge (Perse Preparatory School).

POCKLINGTON SCHOOL

Scholarships: N. Banister (Mr. Holman, Lime House School, Wetheral, Carlisle); J. Jourdain (Castleford Grammar School). **Exhibitions:** F. K. Delves (High School, Scarborough); G. Owen (Pocklington School).

QUEEN ANNE'S SCHOOL, CAVERSHAM

Foundation Scholarships: A. Hooper (Godstowe School, High Wycombe); M. Kennedy (St. Monica's, Kingsdown). **Bursaries:** S. Brown (Queen Anne's School); B. Haskins (Queen Anne's School).

QUEENSMOUNT, BOURNEMOUTH

Scholarship (50 guineas): J. Gorst (Highfields, Crowborough).

QUEENSWOOD, HATFIELD

Scholarship (£50 per annum): H. Rankin (Biggleswade). **University Scholarships** (£100 per annum for three years): D. Parry (Andover), tenable at Lady Margaret Hall, Oxford; D. Milner (Barnet), tenable at St. Hugh's College, Oxford.

RADLEY COLLEGE

Scholarships: J. F. Francis (Mr. H. D. L. Paterson, Woodcote House, Windlesham, Surrey); P. A. M. James (Mr. W. J. V. Tomlinson, St. Cyprian's, Eastbourne); J. L. Miller (Messrs. Pratt, Green and Waterfield, Edge Grove, Aldenham, near Watford); A. P. F. Temple (Mr. T. D. B. Drought, Eastmans School, Southsea); C. M. Webb (Mr. A. J. Daniell, Moorland House, Heswall, Cheshire); I. T. A. Thorne (Mr. G. D. Fox, Sunningdale School, Berkshire). **Exhibitions:** C. M. Hamilton (Mr. C. A. G. Brownrigg, Fernden, Haslemere); J. P. Marchant (Mr. A. O. Snowden, Hildersham House, St. Peter's, Broadstairs); D. K. Raikes (Rev. J. W. Blencowe, Brambletye, East Grinstead, Sussex).

REPTON SCHOOL

Foundation Scholarships: M. J. M. Paton (Mr. C. H. T. Hayman, Winchester House, Brackley, Northants. and Repton School); R. N. Barnes (Mr. C. M. Glover, Norfolk House, Beaconsfield, and Repton School); R. N. C. Coe (Mr. H. R. M. Foster, Stubbington House, near Fareham, and Repton School). **Major Scholarships:** F. I. Kilvington (Mr. F. M. Woode, Rosebank School, West Hartlepool); M. S. Argles (Mr. R. P. Marshall, Brockhurst, Church Stretton); S. A. Cotton (Mr. C. L. Lee-Elliott, Durnford, Langton Matravers and Repton School). **Minor:** J. R. de Boer (Messrs. H. D. R. P. Lindsay and M. Churchill Dawes, Gadebridge Park, Hemel Hempstead); J. Tooley (Mr. C. H. T. Hayman); J. M. Peake (Mr. W. G. Butler, St. Faith's, Cambridge); J. W. E. Evans (Mr. T. R. Coombes, Llandaff Cathedral School). **Exhibitions:** J. A. Finberg (Miss E. M. Warren, Willington School, Putney); J. A. Iliffe (Mr. A. E. Lynam, Dragon School, Oxford); I. S. Hallows (Mr. R. T. Gladstone, The Abbey, Beckenham). **Bursaries:** R. A. K. Nevitt (Mr. G. S. Farnfield, Emscote Lawn, Warwick); J. G. Porter (Captain H. C. Lloyd, Woodlands, Deganwy). **Musical Scholarships (Violin:** J. R. D. Cherniavsky (Mr. J. W. Webb-Jones, St. George's School, Windsor Castle); **(Piano and Organ):** J. L. Jarvis (Messrs. G. M. Loly and C. H. Ledward, Cordwalles School, Camberley).

ROEDEAN SCHOOL, BRIGHTON

Scholarships: M. A. Kirkpatrick (Ranelagh House School, Barnes, and Roedean School); A. D. Starkie (Alexandra School, Dublin); M. M. Winter (Blatchington Court, Seaford). **Exhibitions:** J. M. Kennedy (St. Nicholas Preparatory School, Hemel Hempstead); J. M. Lea (Elia House School, Cromer).

ROSEMEAD, LITTLEHAMPTON

Internal Exhibitions: E. Levers and H. Godfrey.

ROSSALL SCHOOL

Senior Scholarships: B. L. Strachan, D. A. R. Johnson, W. A. Barker, W. H. Wharfe (all Rossall School); (£60 per annum): G. E. Wallas (Wallasey Grammar School). **Senior Exhibitions:** A. J. E. Besch, T. R. Goodwin, J. R. E. Waldy (all Rossall School). **Clerical Exhibition** (£40 per annum): J. Bagnall (Stoneygate School, Leicester). **Junior Scholarships** (£100 per annum): B. M. Bonfield (St. Mary's School, Melrose); (£80 per annum): A. J. P. Sankey (Red House, Moor Monkton); (£60 per annum): J. M. Rigby (Rossall Junior School); G. C. Mansfield, (St. Mary's School, Melrose); (£50 per annum): D. McL. F. Drew (Rockport, Craigavad, Co. Down); M. W. A. Gover (Dragon School, Oxford); W. J. Graham (Dardenne School, Kilmacolm). **Junior Exhibitions** (£40 per anuum): J. E. Eardley (Rossall Junior School); R. G. Evans (Scarisbrick College, Birkdale); J. N. W. Moss (Emscote Lawn, Warwick); P. C. E. Williams (Rossall Junior School); E. D. Lindesay (Rossall School). **Council Nomination:** M. G. Johnson (Emscote Lawn, Warwick).

ROYAL ACADEMY OF MUSIC

King George VI Coronation Scholarship (Violoncello): T. M. Weil (London). **Bach and Beethoven Scholarship (Piano):** P. R. Huband (Brighton). **George Grossmith Scholarship (Film and Drama):** M. C. Rowe (London). **Charles Oldham Scholarship (Violin):** R. H. Smith (Harrow). **Henderson Scholarships (Pianoforte):** M. C. Dale (London) and J. J. Pearson (Sutton). **Macfarren Scholarship (Composition):** D. H. Ratcliffe (London). **George Mence Smith Scholarship (Female Vocalist):** E. M. Applin (Stoke Poges). **Elizabeth Stokes Scholarship (Pianoforte):** C. J. M. Isherwood (Hastings). **Elizabeth Stokes Open Scholarships:** D. B. Ibbott and J. C. Inglis. **John Stokes Scholarships (Baritones):** D. C. Forrest (Edinburgh) and R. D. Catlin (Cowley). **John Stokes Open Scholarship (Baritone):** T. Yelin (Richmond). **Ada Lewis Pianoforte Scholarship:** A. H. V. Duke (Hove). **Ada Lewis Scholarship (Singing):** C. E. Bennell (Reading). **Ada Lewis Scholarship (Violin):** H. Spencer-Killick (Sevenoaks). **Ada Lewis Scholarship (Viola):** C. E. P. Baker (Canterbury). **Ada Lewis Scholarship (Violoncello):** N. Strudwick (Bromley). **Ada Lewis Scholarship (Harp or Wood-Wind):** E. J. Hawkins (St. Leonards-on-Sea).

ROYAL SCHOOLS OF MUSIC

Scholarships (Pianoforte): W. A. Coake (London); **(Violin):** R. C. David (Winchester) and **(Flute):** G. C. W. Morris (Bristol), at the Royal Academy of Music; **(Pianoforte):** V. J. Hedges (Wallingford) and **(Violin):** H. G. Rowe (Lymington) at the Royal College of Music.

RUGBY SCHOOL

Scholarships (£100): M. H. S. Demarest (Major S. A. Pike, Cothill House, near Abingdon); M. A. K. Halliday (Mrs. Bradley, Fyling Hall, Robin Hood's Bay, Yorks.); H. P. Raynor (Mr. T. G. Hughes, Rose Hill School, Banstead, Surrey); J. R. Sargent (Mr. A. E. Lynam, Dragon School, Oxford); J. N. Veasey (Mr. C. A. Ranger, Pinewood, Farnborough, Hants.); P. K. Williamson (Mr. A. E. Lynam, Dragon School, Oxford); (£60): A. J. Bateson (Mr. R. C. Huband, Lockers Park, Hemel Hempstead); C. G. Wardrop (Rugby School and Messrs. Cooke and Phillp, Dunchurch Hall, Rugby). **Stovin Scholarship** (£50): P. E. Daunt (Mr. A. W. Roberts, Langley Place, Baldslow, St. Leonards-on-Sea). **Scholarships** (£40): M. W. Innes (Mr. H. J. Kittermaster, Cargilfield, Barnton, Midlothian); E. A. Pearson (Mr. R. W. Thompson, Aysgarth School, Bedale, Yorks.). **Percival Scholarship** (£40): J. F. Elkin (Mr. C. H. T. Hayman, Winchester House, Brackley, Northants).

RYDAL SCHOOL, COLWYN BAY

Scholarships: R. F. A. de Burgh-Thomas (the John Bright School, Llandudno); P. R. Dean (Parkfield, Sefton Park, Liverpool, Mr. W. W. Twyne); B. F. Dale (Rydal Junior School). **Exhibitions:** N. H. Evans (Bournemouth School); T. C. Smith (Terrington Hall, York, Mr. T. B. Littlewood); E. J. Ormrod (Wallasey Grammar School).

SANDECOTES SCHOOL, PARKSTONE

Scholarship: E. Theobald (Oakdale School, Harrogate, and Sandford School, Blundellsands). **Exhibition:** A. Eldridge (Old Vicarage School, Richmond).

SEDBERGH SCHOOL

Major Scholarships: A. E. M. Charlesworth (Mr. F. M. Woods, West Hartlepool); A. D. H. Elder (Mr. D. A. Gregory, St. Ninian's, Moffat). **Minor Scholarships:** W. P. Wright (Mr. N. G. Pearson, Alton Burn, Nairn); R. McAllister (Mr. F. G. Turner, Tormore, Upper Deal). **Exhibitions:** F. H. Nixon-Smith (Mr. P. D. Fee Smith, The Old Hall, Wellington, Salop); D. Richards (Mr. A. E. Lynam, Dragon School, Oxford); B. R. Pryde (Mr. A. S. Carey, Mourne Grange, Kilkeel); A. M. Laing (Music) (Mr. A. L. Gladstone, The Preparatory School, Sedbergh); H. J. Hornsby (Mr. R. F. Cumberlege, Eskdale Tower, Jesmond). **Wooler Exhibition:** D. F. Smith (Mr. R. H. M. Britten, Clive House, Prestatyn). **Chrystal Exhibition:** R. A. Smithson (Mr. G. R. Frost, Ghyll Royd, Ilkley).

SEVENOAKS SCHOOL

Scholarship: E. C. Flett (Mr. C. E. Malden, Windlesham House School, Highden, Findon, Worthing).

SHERBORNE SCHOOL

Scholarships (£100 per annum): J. P. Hollis and P. M. Foster (Mr. H. R. M. Foster, Stubbington House, Fareham, Hants); (£80 per annum): D. K. Freeth (the Rev. W. R. Mills, Highfield School, Liphook, Hants); (£60 per annum): A. W. C. Pearn (Mr. H. L. Whytehead, Chafyn Grove, Salisbury); (£50 per annum): N. J. Cooper (Mr. D. O. d'E. Miller, Boundary Oak School, Purbrook, Hants); (£40 per annum): N. R. Greville (Mr. A. E. Lynam, Dragon School, Oxford). **Exhibitions of varying amounts:** A. J. Cardy (Mr. F. R. Lindsay, Sherborne Preparatory School); F. M. Cassavetti (Mr. A. E. Lynam, Dragon School, Oxford); R. E. Benoy and J. C. Jacob (Mr. R. P. S. Davidson, Field Place, New Milton, Hants, and Mr. J. E. Maxwell-Hyslop, Rottingdean School, Sussex, respectively); P. S. Lane (Mr. S. How, Sunnydown, The Hog's Back, Guildford); P. C. Farrant (Mr. A. M. Harrison, The Downs School, Portbury, near Bristol); J. E. de F. Blampied (Mr. F. R. Lindsay, Sherborne Preparatory School); R. L. R. Nicholson (Mr. F. W. Webb, Seafield Park, Fareham); W. A. Williams (Mr. F. W. Andrews, Picket Post, near Ringwood, Hants); D. H. Harris (Science) (Mr. E. F. Titley, St. Wulfram's, Bournemouth, and Sherborne School); J. R. A. Leakey (Music) (Mr. D. A. N. Asterley, Aymestrey School, Crown East, near Worcester, and Sherborne School). **Hodgson Exhibition for Sons of Clergy:** M. A. Bate (Mr. K. Harding, St. Bede's School, Eastbourne). **Cutler Exhibition for Sons of Barristers:** B. G. W. Weldon (Mr. J. D. Parmiter, Eagle House, Sandhurst, Berks.).

SHERBORNE SCHOOL FOR GIRLS

School Entrance Scholarship (£50): D. A. R. Turner (Thorneloe, Rodwell, Weymouth); A. Dudley Smith (Murrayfield, Heswall, Cheshire). **Old Girls' Scholarship** (£50): A. D. Griffith (private tuition). **Exhibition:** E. A. Gammell (St. Nicholas Preparatory School, Hemel Hempstead).

SHREWSBURY SCHOOL

Scholarships (£100): E. H. M. Dunch (Mr. B. Simms, Belhaven Hill, Dunbar); H. M. Stewart (Mr. F. S. Cooper Venables, Orleton, Scarborough); (£80): T. C. W. Stinton (Mr. A. M. D. Greenfell, Mostyn House School, Parkgate); (£60): A. O. H. Quick (formerly Mr. K. B. Tindall, West Downs, Winchester; elected to £40 in 1937); J. E. Levetus (Mr. A. H. Linford, Downsend, Leatherhead); (£50): M. D. T. Evans (formerly Mr. L. P. Stott, Seabrook Lodge, Hythe; and The Depperhaugh, Hoxne); (£40): A. J. Popert (the Rev. H. M. S. Taylor, Cheam School, Headley); R. L. D. Skrine (Mr. A. H. Richardson, Beaudesert Park, Minchinhampton); (£30): P. J. Hunt (Mr. H. E. Healey, The Lickey Hills School, Rednall); A. G. McCracken (formerly Mr. R. Tootell, St. Hugh's, Bickley; elected to £20 exhibition in 1937). **Exhibitions** (£20): J. A. C. Morris (Mr. J. M. Upward, Port Regis, Broadstairs); (£20): D. L. Boult (Messrs. C. H. Cooke and J. de R. Phillp, Dunchurch Hall, Rugby); (£33): P. L. Davies (Mr. E. L. Griffiths, Cathedral School, Salisbury).

ST. BRANDON'S, BRISTOL

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COLLEGE OF ST. COLUMBA, RATHFARNHAM

Scholarships: D. W. Kyle (Mr. J. T. Gwynn, Baymount School, Dublin); J. C. Stewart (Mr. A. B. Craig, Aravon School, Bray); the Hon. M. M. Campbell

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PERSONAL PARAGRAPHS

By the death of Mr. Marshall Jackman, another pioneer in educational circles has passed away. He began his career as a pupil-teacher in Devon and passed through Borough Road Training College with T. J. Macnamara, afterwards M.P. and Minister of the Crown. After fifteen years' service as an assistant in London schools he became Head Master at Walworth. Later, he became an Inspector of Schools under the London County Council, and on retirement he became an elected member of the Council and a fighting member of the Education Committee. His service to education and to teachers in particular have earned him undying gratitude. He was twice President of the National Union of Teachers and the *Schoolmaster* recalls the "fact that Jackman was one of a famous N.U.T. trio known as the 'Three

(*Continued on page* 610)

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Musketeers'—the other two were Macnamara and Waddington. All three had one great purpose in common but each had a different speciality. The purpose they had in common was to free the teachers from clerical domination, and the present unassailable position of teachers is their monument. As for the rest, Macnamara made security of tenure his speciality, Waddington devoted his great talents to the abolition of half-time, and Jackman hammered day and night for superannuation. All the things they fought for have come about, but we do not always realize that we owe them to such great crusaders in the days when teachers were downtrodden."

* * *

MR. F. W. HOLDGATE has been appointed to the Headship of Arnold House School, Blackpool, the vacancy being due to the death, on May 1 last, of Mr. F. T. Pennington, the founder of the School and Head Master for forty-two years. Mr. Holdgate was educated at Sutton Valence School, where his father, the Rev. W. W. Holdgate, was Head Master for over twenty years, and at Trinity College, Cambridge, where he took the Nat. Science Tripos in 1922. He became an assistant master at Brighton College in 1922 and at present is Senior Chemistry and Biology Master at the College.

* * *

MR. H. D. HAKE, assistant master at Haileybury College since 1921, has been appointed Head Master of the well-known King's School, Parramatta, Australia, and will commence his duties this month. Mr. Hake is an old boy of Haileybury and a former student at Queen's College, Cambridge, where he graduated with honours in history in 1921. He served as captain in the War from 1914–19 and was mentioned in Despatches.

* * *

MR. A. R. FLORIAN, the first Head Master of the Priory School, Shrewsbury, has retired after a tenure of twenty-seven years. He opened the school with forty-six pupils and developed it until there were 302 in attendance. An old pupil of Bath College, he graduated from Magdalen College, Oxford, with second classes in Classical Mods. and Lit.Hum. Mr. Florian is well known for his school tests in German and French, tests which have been, and are, used in many schools throughout the country.

* * *

MR. H. J. CRAWFORD, who was appointed Secretary to the University of London Appointments Board in 1913, and has been Secretary of the Commerce Degree Bureau since its inception, retired on July 31st last. Mr. Laurence E. Ball, at present Assistant Secretary, has been appointed Acting Secretary of the Bureau, and will also be responsible for the Appointments Board work, pending further arrangements.

* * *

The death has occurred of Mr. G. S. Freeman, founder and editor of *The Times Educational Supplement*. Mr. Freeman had the privilege of editing the first and the twenty-fifth anniversary number of the *Supplement*. He was educated at Bradfield College and Pembroke College, Oxford, and was deputy editor of *The Times* from 1914 to 1922. His brother, Kenneth Freeman, wrote the well-known *Schools of Hellas*, published posthumously.

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A Monthly Record and Review
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XXI.—BABYLONIA AND ASSYRIA

By LAWRENCE H. DAWSON, Editor of *The March of Man : A Chronological Record, &c.*

LAST month we mentioned the difficulty of grasping the enormous extent of Egypt's history ; a similar difficulty confronts us here, and to illustrate this it might be useful to transfer to our own era certain dates given by Nabonidus, the last king of Babylon (555–538 B.C.), who, it seems, was more interested in archaeology and "antiques" than in saving his country from the all-embracing Persian.

On a clay cylinder now in the British Museum Narbonidus describes, with dates, certain of his building operations and archaeological discoveries ; if instead of putting his death at 538 B.C. we transfer it to A.D. 1938 we get the following results : he restores a temple at Larsa that had been wrecked some fifty years earlier, and discovers monuments of Burnuburiash, a Babylonish king who had reigned (relatively) in the time of Edward the Confessor, and of the great Hammurabi, who takes us back to King Arthur and the Battle of Mons Badonicus ; at Sippar he finds a foundation-stone that had been placed in a temple in (again relatively) the early part of Henry III's reign ; and at Agade, in northern Babylonia, he makes his great discovery, that of the inscription of Sargon, king about 2700 B.C., a date that is as far back from the time of Barbonidus as the conquest of Persia by Alexander the Great is from ours. A re-plotting of events such as this brings home to one not only the long continuance of those "B.C." Empires compared with those that have arisen since, but also calls attention to the civilized interest in culture and in the past that flourished in ages long anterior to the printing-press, steam, electricity, aviation and other such amenities that, to modern Western Man, connote Civilization.

The known history of Egypt takes us back some 500

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years earlier than 2700 when, approximately, begins our knowledge of Mesopotamian history—though, inferentially and archaeologically, conditions in the country some 2,000 or 3,000 years earlier can be reconstructed. Modern knowledge may be said to commence with the efforts of the Italian Paolo Emilio Botta (1802–70) and the English Sir Austen Henry Layard (1817–94) in the 1840's to discover the site of Nineveh; since then large numbers of sites, both in Assyria in the North and Babylonia to the south, have been excavated by French, German, British and American expeditions, while the freeing of Mesopotamia from Turkish rule has given an increasing impetus to its exploration.

In early times and intermittently for many centuries, government in the Land Between the Rivers was shared by a largely contemporary series of city-states—Kish, Erech, Ur, Lagash, Agade, Gutium, Isin and others—one of which would, from time to time, aspire to, and occasionally attain, some kind of leadership; and it is not till we reach 2050 that the First Dynasty of Babylon emerges, and later still when Assyria rises to importance and, with many interchanges of fortune, shares with Babylonia the conquest, government, and trade of the Middle East and the honour of peaceful correspondence as well as war with Egypt. Many specialist monographs have been written on these states, but, for our purpose, they are, perhaps, best put to one side for the moment and attention devoted to the more general works.

In the first three volumes of the *Cambridge Ancient History* (1923–25, 35s. each), the ground is very fully covered in a series of papers by original investigators such as Hall, Langdon, Hogarth, S. A. Cook and R. Campbell Thompson; but to many coming fresh to a study of this magnitude a smaller "one-man" survey would probably be a better introduction, and we would suggest the assimilation of one or more of the following: D. G. Hogarth's *The Ancient East* and J. L. Myres' *The Dawn of History* (both Home Univ. Lib., 2s. 6d.), are useful and so are C. H. W. Johns' *Ancient Assyria* and *Ancient Babylonia* (Camb. Manuals, 2s. 6d. each), which, though unfortunately out of print, will probably be obtainable from a library.

Dr. James Baikie's *Peeps at Ancient Assyria* (Black, 1916, 2s. 6d.), gives a clear bird's-eye view of the subject, and the second half of his *The Glamour of Near East Excavation* (Service, 1927, 10s. 6d.), contains a brightly written and well illustrated account of how and when the history of these countries was recovered; the same author's *Lands and People of the Bible* (Black, second edition, 1932, 4s. 6d.), also treats of the subject; and other books whose special object is to correlate the story of Mesopotamia with that of the Old Testament are W. H. Boulton's *Babylonia, Assyria and Israel* (Low, 1924, 2s. 6d.) and his *Babylonia* and *Assyria* (Low, 1933, 3s. 6d. each), C. G. Cumming's *Assyrian and Hebrew Hymns of Praise* (Milford, 1934, 15s.) and Prof. Sayce's *The Races of the Old Testament* (R.T.S., revised edition, 1926, 3s. 6d.), whose *Assyria, its Princes, Priests and People* (R.T.S., 1926, 3s. 6d.), and *A Primer of Assyriology* (R.T.S., second edition, 1926, 3s. 6d.), should find a place in the Layman's Library, a remark also that applies to Dorothy Mackay's *The Ancient Cities of Iraq* (E. Goldston, 1927, 3s.), which was written and first published in Baghdad itself. To these we would add the British Museum's *Guide to the Babylonian and Assyrian Antiquities*, the third edition of which (1922, 2s. 6d.) was edited by Sir E. A. Wallis Budge, the Keeper at the time.

Having obtained a good idea of the "lay-out" and, in addition, some knowledge of recent excavations and their effect upon earlier pronouncements, the student can scarcely do better than take as a guide the great French archaeologist, Prof. Gaston Maspero, who was honoured with an English knighthood in 1909, five years before his death. His *The Dawn of Civilization* (24s.), *The Struggle of the Nations* (25s.) and *The Passing of the Empires* (24s.), originally published in their English form, by the S.P.C.K. between 1894 and 1900, were later reissued under the editorship of Prof. Sayce as *A History of the Ancient People of the Classic East* and are of first-rank importance. In Vol. 1, the portion devoted to Chaldea brings us to the twenty-fourth century, a period, early as it is, when the Rivers could look back upon the remains of many dead Dynasties of Kish, Lagash, Akshak, &c., when the historic Stele of the Vultures—now a treasure of the Louvre—was already some seven hundred years old, and the great Sargon of Agade, who conquered Syria, and perhaps even visited Cyprus when the Thalassocracy of Minos was at its height, had lain in his grave for four hundred years. Vol. II takes us through rises and falls of the Mesopotamian kingdoms, their raids and invasions, internecine and foreign wars, their relations with other countries, more especially Egypt, to about the middle of the ninth century, when Shalmaneser III battled at Karkar against a confederation of Syrians, Hittites, and Israelites, the latter led by Ahab, of evil memory. Vol. III concludes the story: Semiramis and Sennacherib pass before us; Hezekiah is besieged in Jerusalem and Judah made tributary; Esar-Haddon makes his short-lived conquest of Lower Egypt; Assur-bani-pal sacks Thebes and founds his great library at Nineveh which, twenty years later (606) is taken and destroyed by the Medes; Jerusalem is captured in 596 and the "Babylonian Captivity" commences; Nebuchadnezzar struts his little hour upon the stage and the usurper Nabonidus—our collector of 'antiques'—crumples up in 539 before the great Cyrus, king of Persia, and the Babylonian-Chaldean Empire falls, never to rise again.

This colossal work, of which Mesopotamian history forms only part, is paralleled in more recent times by the shorter but equally scholarly *Ancient History of the Near East*, by the late Dr. R. H. Hall, who succeeded Budge as Keeper at the British Museum. First published in 1913, this has been constantly revised and the latest edition, the eighth (Methuen, 1932, 21s.), has been annotated and brought to date by Dr. Hall's former colleague, Mr. C. J. Gadd. Both Dr. Hall and Mr. Gadd have done much original work in this field—in the literal as well as the literary sense; the former's last book, *A Season's Work at Ur . . . and Elsewhere* (Methuen, 1930, 25s.), contains a fascinating account of

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the recovery of history with the spade, especially at Ur, a site dating back to something like 3500, whose location had been known since the expedition of Captain Taylor and W. K. Loftus in 1853–55, but which had not been seriously excavated until it was taken in hand after the Great War, first by Dr. Hall himself and, since 1922, by Sir Leonard Woolley, author of *The Sumerians* (Clar. Pr., 1928, 6s.) and of many specialized works and Reports.

Mr. Gadd has also worked at and written on Ur; his *History and Monuments of Ur* (Chatto, 1929, 15s.), is a masterly description af life and conditions in the lower Euphrates valley from prehistoric times to the fall of Babylon in the sixth century B.C., and as one reviewer put it, is excellent "for the layman, that ingenious synonym for the general public in its role of final referee of specialists' labours." Mr. Gadd is also author of *The Early Dynasties of Sumer and Akkad* (Luzac, 1921, 6s.) and of the British Museum *Guide to the Assyrian Sculptures* (1934, 1s. 6d.), a valuable summary that was subsequently expanded into *The Stones of Assyria* (Chatto, 1936, 63s.), which tells, with much historical detail, of the recovery and the original and present positions of the surviving remains and of the development of Assyrian art, with explanations of the scenes and symbols illustrated by the sculptors.

Space allows only brief mention of other general histories and of these the most important are those by another past and the present Keeper at the British Museum—L. W. King and Mr. Sidney Smith. The former's *History of Sumer and Akkad* (Chatto, 1910, 18s.), comes to the foundation of the Babylonian monarchy about the year 2000 and is continued to the Persian Conquest in his *History of Babylon* (Chatto, 1915, 18s.); Mr. Smith, besides being chiefly responsible for the excellent *Babylonia and Assyria*, in the *Encyclopaedia Britannica* (fourteenth edition, 1929), gives us *The Early History of Assyria* (Chatto, 1928, 37s. 6d.), coming down to the Aramaean and Chaldean invasions that heralded the obscure period from about 1080 to 880. Other histories covering the ground with varying elaboration are: Budge's *Babylonian Life and History* (second edition, R.T.S., 1925, 10s. 6d.), L. Delaporte's *Mesopotamia* (K. Paul, 1925, 16s.) and histories by two American professors, A. Ten E. Olmstead, of Urbana, Ill. (Scribner, 1923, 30s.) and R. W. Rogers, of Madison, N. J. (Luzac, sixth edition, 1915, 20s.).

Books dealing with special aspects of our subject are fairly numerous; among them we recommend: for social life, Moret and Davy's *From Tribe to Empire* (K. Paul, 1925, 16s.), Jastrow's *Civilization of Babylonia and Assyria* (Lippincott, 1915, 25s.) and Maspero's *Life in Ancient Egypt and Assyria* (Chapman, 1891, 5s.), the latter of which lays special stress on education and treats fully of the great library of Assur-bani-pal. For religion, works by Jastrow (Ginn, 1898, 12s. 6d.), L. W. King (K. Paul, 1900, 3s. 6d.), Prof. R. W. Rogers—in relation to Israel (Luzac, 1908, 9s.) and C. R. Farnell's *Greece and Babylon* (Clark, 1911, 7s. 6d.), a comparison of the Mesopotamian, Anatolian and Hellenic religions. Hence we may proceed to legendary lore with Jastrow's *Hebrew and Babylonian Traditions* (Unwin, 1914, 10s. 6d.) L. W. King's *Legends . . . in Relation to Hebrew Tradition* (Milford, 1918, 3s.), Budge's *The Babylonian Legends of the Creation, &c.* (Brit. Mus., 1931, 1s. 6d.) and Campbell Thompson's monumental edition of *The Epic of Gilgamish* (Clar. Pr., 1929, 50s.). Sorcery, which played a large part in Mesopotamian life, is treated in the last-mentioned scholar's *Reports of the Magicians and Astrologers* (Luzac, two vols., 1900, 25s.) and *The Devils and Evil Spirits of Babylonia* (Luzac, two vols., 1903, 27s. 6d.) and in L. W. King's *Babylonian Magic and Sorcery* (Luzac, 1896, 18s.). The development of art over the whole period is compactly described in S. Harcourt-Smith's *Babylonian Art* (Benn, 1928, 21s.).

The great "Code of Hammurabi," the earliest body of law (*c.* 1950 B.C.), was edited in 1904 by R. F. Harper (Luzac, 18s.) and there are useful books on it by C. H. W. Johns (Clark, 1903, 1s. 6d. and Milford, 1915, 3s.), S. A. Cook (Black, 1903, 6s.), H. Grimme (S.P.C.K., 1907, 2s.) and in Watts's "Thinker's Library" (No. 143, 1934, 1s.). Finally, for a full treatment of the thorny question of chronology, Duncan Macnaughton's *A Scheme of Babylonian Chronology* (Luzac, 1930, 7s. 6d.) and Mr. Sidney Smith's article, *Chronology: Babylonian and Assyrian*, in the *Encyclopaedia Britannica*, should be consulted.

L'Absente

Je dansais seul ce soir, et dans mes bras
Tu t'es glissée,
Souple et légère, suivant, tous mes pas
Comme une fée.

Moi seul je percevais ce doux émoi,
Jeune inconnue,
Qui vibrait tendrement autour de toi,
Seul je t'ai vue.

Ton doux regard m'a soudain rappelé
Ce soir de danse,
Où tu m'as dit que j'avais mérité
Ta confiance.

Me rendra, malgré ton absence, heureux
Cette pensée;
Et m'accompagneront tes tendres yeux
Toute l'année.

J. O. ROACH.

Malvern College Entrance Scholarships.—MAJOR SCHOLARSHIPS: K. A. Lee (R. T. Gladstone, The Abbey, Beckenham), J. C. J. Tatham (R. W. Angus, Stouts Hill, Uley, Glos.), T. N. G. Gee (L. P. Dealtry, The Leas, Hoylake), W. H. R. Davies (C. Hamilton-Baynes, New College School, Oxford). MINOR SCHOLARSHIPS: P. A. R. Brown (Captain L. Girling, Southlea, Malvern), J. A. Fleming (Messrs. Tendall & Card, Dumpton House, Broadstairs), M. J. Gent (D. J. V. Hamilton-Miller, Shrewsbury House, Ditton Hill), A. D. Marks (G. A. Wathen, The Hall, Hampstead, N.W. 3), G. E. C. Page (M. de W. Burr, Belmont School, Clayton Wickham, Hassocks). EXHIBITION: P. J. Horsey (R. A. Harrison, Marlborough House, Hawkhurst, Kent).

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THE GOLIATH OF SCHISMATICS

JOSEPH LANCASTER AND HIS SYSTEM

By CHARLES RACE, M.A., Wolverhampton Grammar School

THE popular impression of education in England before Mr. Squeers (who, with all his shortcomings, was a pioneer of the " learning by doing " method) is that of a grim jumble of the flagellations of Boyer and Keate, the gerund-grinding of the Westminster Latin Grammar, and the useless fal-lals of Miss Pinkerton's Academy for Young Ladies. But the picture is not complete without some notice of Joseph Lancaster, the founder of the Monitorial System. Lancaster, who was born in 1778 and died a hundred years ago this October, had, considering his milieu, surprisingly modern ideas on education, and had already begun to put them into practice by the beginning of the nineteenth century.

He believed in universal education on non-sectarian lines ; he rejected corporal punishment (though in favour of rather bizarre alternatives) ; he hit upon the notion of " group work," combined it with the " leader " system, and welded the competitive element on both ; he superintended " out of school activities " with a benevolent eye, and behaved generally as if he thought a schoolmaster ought to be a friend and not a tyrant. In a word, he was well ahead of his times. Unfortunately his philanthropy far outran his scholarship and his powers of organization. He was an empiricist, but neglected vital details ; a Quaker, but was indifferent to the necessity of balancing his books. His system was adopted in various schools both in this country and in the U.S.A., but its inventor died amidst debts and disappointments. Hence, although his ideas continued to influence educational practice for some years after his death, Lancaster, so far from ranking with the Froebels, Pestalozzis and Rousseaus, is in danger of being remembered merely as a kind-hearted crank.

Lancaster's remarkable experience in popular education began in 1798. A few poor children were taught in his own house. The number of his pupils grew, and by the beginning of the new century the school was transferred to a single room, 75 ft. by 33 ft., in the Borough Road, Southwark. On the Socratic principle, fees were optional : a few of the children brought fourpence a week. Too poor to engage professional assistance, Lancaster had to devise a new system in order to impart the three R's to ever-increasing numbers. As soon as a quick boy had mastered " A B—AB " he was set to pass on his knowledge to others less advanced. The atmosphere was mechanical, but a spirit of kindliness and mutual help prevailed. The equipment of Lancaster's phrontisterion was pathetically scanty. A few copies of Martinet's *Catechism of Nature*, Watts' *Hymns*, Priscilla Wakefield's *Mental Improvement*, Markham's *Spelling Book*, &c., were gradually acquired, but books and writing paper were the exception. Twenty to thirty children at a time would crowd round a printed card to spell out their words. Slate pencils grated on slates, sometimes home-made ; or, under the superintendence of an enthusiast in his early twenties, the children would trace their letters—first the straight, then the acute-angled, then the curved—in sand spread over their desks.

The economics of the system were amazing. Expenses for 1801 came to only £119 6s. 9d. for 113 boys, and they had to include some strange items. " Six half-crowns, engraved *A Reward for Merit* ; 6 excursions to Wandsworth, Sydenham, or Blackheath, with 50, 80, or 124 (*sic*) boys at a time, as a recreation and reward of attention to learning ; 1,500 commendatory tickets ; 7 silver pens ; 10,000 quill pens or pinions." The last item, if not an error in book-keeping, is hard to explain. Lancaster elsewhere condemns " quill pens or pinions " as needlessly extravagant in comparison with sand or slates : possibly he was tempted by a bargain offer to buy in bulk against his principles. And who were the eleven boys who accompanied Lancaster on one of his excursions in spite of not being on his register ?

The " commendatory tickets " and engraved half-crowns may also call for some explanation. Lancaster summed up his weird system of incentives as " solid pudding and empty praise." The " solid pudding " might be anything from the excursions already mentioned to the distribution of toys, kites, or halfpence as " premiums " : the " empty praise " consisted in awarding the industrious pupil with the Kai-Lungian title of " commendable monitor," and was invariably reinforced by a decoration in the shape of a ticket, or leather medal. The expression ' Give him a leather medal ! " still used ironically in the North of England, is probably a survival of this custom, for Lancaster's methods penetrated far and wide.

Lancaster was no less original in his system of punishments. Corporal punishment he abolished altogether, and holding the Socratic belief that no one is willingly bad, merely endeavoured to curb the " active dispositions of youth." His methods are naïvely set forth in his *Improvements in Education as it affects the Industrious Classes of the Community*, a tract first published in 1803.

> " Few punishments are so effectual as confinement after school hours. It is, however, attended by one unpleasant circumstance. In order to confine the bad boys . . . it is often needful that the master . . . should confine himself. This inconvenience may be avoided by tying them to the desk in such a manner that they cannot untie themselves. These variations in the modes of unavoidable punishment give it the continual force of novelty."

The use of the word " unavoidable " seems to show that Lancaster had an inkling of the modern view that punishment often represents a failure in method on the part of the teacher. Nevertheless, if the tract is to be believed, he labelled profane and slovenly boys with the

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name of their offence, tied truants to a post, and caused dirty boys to be publicly washed by girls. The final sanction applied to those for whom dunce caps, &c., had no terrors was positively Aristophanic. They were called "singing birds," put into cages, hoisted to the ceiling, and left there to reform.

Whether these punishments were common occurrences or not makes little difference: their description in Lancaster's *Improvements* was excellent publicity, and the pamphlet created a stir. Among the subscribers to the third edition (1805) are to be found the imposing names of the Prince de Biron (from Silesia), the Chevalier de Sousa (from Portugal), and the Consul General to the King of Sicily. George III is said to have read the *Improvements* twice over, and expressed a wish that every poor child in the kingdom might be enabled by the system to learn to read the Bible. The numbers of the school grew rapidly, and in spite of the fact that each annual report mentioned a debt of a pound or so from the system to its inventor, Lancaster acquired a post-chaise and began to tour the country explaining his methods. But after 1805 this magnificence began to fade.

In this year a Mrs. Trimmer, who had reared a Niobesque family of six boys and six girls, and edited the *Guardian of Education*, published her *Comparative View* of Lancaster's System. As a Churchwoman she objected to Lancaster's non-sectarian principles of religious instruction, calling him the "Goliath of Schismatics." The elevation of rank implied by monitorship impelled her to complain that "unless they have very sound principles, the boys may aspire to be nobles of the land and take the place of the hereditary nobility." Finally, she attacked Lancaster as the plagiarist of the system invented by the Rev. Andrew Bell.

Up to this point Bell and Lancaster, who had met and were on friendly terms, had pursued educational careers of a plus-quam-Plutarchian parallelism. Lancaster's father was a sieve-maker who had served in the American War; Bell's was a barber. At fourteen Lancaster wished to go out to teach the Scriptures to the Jamaican natives, at sixteen he joined the Quakers, and at twenty founded his school. Bell in 1789 had opened a school near Madras where, exasperated by his ushers, he taught his half-caste pupils to rule their own paper and teach each other. Returning to England he was given a living at Swanage, and in 1797 published an account of his *Experiment* which had little sale until Lancaster's *Improvements* aroused controversy. Both men were largely self-taught, but Bell's attainments were on a higher plane than Lancaster's, for whereas Lancaster never rose above such homespun maxims as "A place for everything and everything in its place," or "Something to do and a motive for doing it," and continued to print "pharisaical" until his third edition, Bell prefixed his chapters with tags like *μέγα βιβλίον, μέγα κακόν*, and quoted Locke and Quintilian. Bell was a martinet, shrewd and with a flair for profit; Lancaster was ingenuous, kind-hearted, vain, unmethodical and predestined to failure.

The controversy that now raged between "Bel and the Dragon" provoked widespread interest and probably did little harm to either. "Bel" was backed by Mrs. Trimmer, Archdeacon Daubeny, Southey, Coleridge, and the *Quarterly*; "the Dragon" by Sydney Smith and the *Edinburgh Review*. Churchmen were usually Bellites; Noncomformists were Lancasterians. To the modern student the controversy makes ludicrous reading. Lancaster admitted to having received certain "hints" from Bell's *Experiment* in the first edition of his own tract, but unfortunately put the date of Bell's book at 1798, as though his school was already founded when his rival's work appeared. Even this is of little consequence, for once in England Bell made no similar practical experiment to Lancaster's, and indeed disapproved of elevating above their station "those doomed to the drudgery of daily labour." The other charges brought against Lancaster were of an even more senseless character. Lancaster had changed over from using wet sand for tracing letters because he read that Bell had used dry; his notion of using white sand on a black desk was Bell's, &c. The whole dispute throws into relief the poverty of educational systems existing at the time, and had Lancaster's only shortcomings been a few imputed borrowings from Bell, he could have laughed at his critics.

Unfortunately Lancaster was utterly incompetent as a manager. By 1808 his debts are said to have amounted to £3,600, and he and his family were existing on bread and milk. A number of friends set his affairs in order, and the school was reorganized under trustees as the Royal Lancasterian Institution. But Lancaster did not realize that one of the virtues of his system was that it could be carried on, in fact carried on more successfully, without the personal superintendence of its founder: he attempted to run a boarding school at Tooting and promptly went bankrupt. His remaining years in England were spent in unsuccessful attempts to win recognition and reinstatement. In 1818 he sailed to America and for the last twenty years of his life lectured from Montreal to Santa Cruz on his system. His audiences were impressed, and Lancasterian schools were founded in Philadelphia and New York, but somehow Lancaster was never invited to hold a permanent position in them. On October 24, 1838, he was fatally injured in a carriage accident in New York.

Lancaster's system (for although Bell was first in the field, Lancaster deserves the chief credit for developing the monitorial system on a large scale and making it generally known) continued to flourish until 1846 when it was replaced by the pupil teacher system. Even then a number of Lancasterian ideas and trappings survived. Lancaster's merit is that in an age that was crying out for popular education he devised a practical system to supply the demand. Almost any system would have found adherents: as Sydney Smith pointed out, neither Church nor State had anticipated Lancaster's provision of cheap popular instruction, and had Lancaster's system failed, a vacuum would have been left. Lancaster's tragedy was that he naturally fell to supposing that because his system filled a gap, it was perfect, and failed to realize that his own personal incompetency was not necessary to its success.

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AIDS TO THE TEACHING OF MUSIC—RECENT AND FUTURE DEVELOPMENTS

By R. R. DALE, M.A., M.Ed., formerly Senior Music Master at Carlton High School, Bradford

IN this time of rapid change, when the world of to-day seems almost out-of-date before it is born, it is well that educationists are alive to the necessity for a re-examination of methods. In spite, however, of this spirit and the consequent spread of new ideas it is remarkable how few alterations in method have been generally adopted in class-room teaching. The old system, used lesson after lesson, day after day, week after week, becomes so habitual that it is very difficult for a teacher to make the big effort required to escape from it.

In music teaching, for example, there are many aids now available which are used quite inadequately. There is statistical evidence indicating that even the gramophone, supposed to be in general use, is used regularly in only a small minority of schools. In recent years there has certainly been some improvement in equipment, but even where this is provided it is frequently misused —or not used at all. Lack of teaching time is the chief obstacle to progress, but we are gradually advancing to a stage when all children will have at least one appreciation lesson each week. This remedy alone, however, would effect no revolutionary improvement. Not until the enjoyment factor is given its proper place in these lessons will the gramophone play its full part in the creation of a nation of music lovers. Neglect of this powerful and fundamental force has been responsible for the failure of many an appreciation course.

The position with regard to wireless is even worse. Comparatively few schools possess good sets, and only a small proportion receive the music broadcasts regularly. The lessons themselves tend to be very much like class-room lessons, teaching much the same kind of material. If they are to be really helpful, they ought to be confined much more to material that cannot be presented adequately in ordinary lessons, rather than be used for theoretical work which can be taught so much more effectively in the class-room.

For example, a course on orchestral instruments—contrasted and re-contrasted, and often playing well-known tunes would be both valuable and popular. Well-planned concerts on particular themes, such as "Folk songs of many lands," "The Progress of Song throughout the Ages" (folk, ecclesiastical, coloratura, Schubertian, modern, &c.), "Historical songs," "Tunes we all know" (and their stories) would be equally suitable. Sometimes the lesson should be mainly for enjoyment, and it might take the form of a concert by a really good choir singing mostly well-known songs. All singers and instrumentalists should be not only good musicians, but men and women of genius, who, by giving inspired renderings of great music, might kindle that fervour and wonder through which the soul rises to its greatest heights.

There is, therefore, an urgent need for a thorough investigation into the value of the present type of lesson: the pretence at sight-singing, the ineffective dictation, the broadcasting of theory and other similar sections of the subject. As might be expected of so young an institution, though there is much that is good, there is also much that is weak. Potentially of great value, broadcast music lessons are still in their infancy.

Another important development of the future will probably be the use of various types of visual aid. The visual appeal is very strong, especially to children, who will crowd to a lantern lecture but will make no effort whatever to go to a non-illustrated lecture on the same subject.

Here there are several fields ready for development. One of the most important is that of poster illustration. The use of charts, diagrams and musical extracts written on posters in differentiating colours can make a subject really vivid to many child minds, and used judiciously they can also save many minutes of precious time. Such charts are invaluable for illustrating the history of music and correlating it with history, for elucidating form and for familiarizing the children with the instruments of the orchestra. They are by no means difficult to construct and once made can be used repeatedly.

There are great possibilities, too, in the use of the sound-film. In this respect we are well behind other countries. In the *Year Book of Education for* 1933 we were told that, "In music . . . a great deal has been done, but not in this country, to develop through sound films an appreciation of structure and style, and the parts played by the various instruments of the orchestra."* It is to be regretted that although there has been much progress in many other subjects since that time, comparatively little has been done with regard to music.

Films showing the possibilities of this aid are the 16 mm. sound films of famous orchestras, conducted by great celebrities, playing such well-known classical compositions as the William Tell and Oberon Overtures and Liszt's Hungarian Rhapsody No. 2. Other types are those depicting the lives of composers, notably several on the life of Schubert. These, despite their faults show what could be done, for the music was undoubtedly popular with the audiences. Films of the type of "On Wings of Song" and "A Hundred Men and a Girl" might ultimately have an important effect on the music of the nation, and might even be used occasionally with great success in schools.

Another subject *par excellence* for the sound film is the illustration of the instruments of the orchestra: it is obvious how fascinating it could be made. Indications of its possibilities were given now and again in "A Hundred Men and a Girl," where there were many

* F. A. Hoare, 'Visual Education.'

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attractive close-ups of musicians playing their instruments.

Is it not obvious that thousands of school children who would normally not bother to go and hear a first-class orchestra might be inspired to do so simply because they had heard—and seen—one at school? Many children, too, might become interested in Beethoven, for example, because they had seen him on a sound film, in the streets of Vienna, walking in characteristic meditation in his beloved countryside, working in the hopeless confusion of his study-bedroom, and in the great tragedy of his deafness. He would be a living reality such as few teachers could create. Add to that his immortal music, and there is the basis for a film full of fascination—and education.

In the future we might also have films showing music notation moving across the screen simultaneously with the sound of the music. This would be of service in many ways, *e.g.* in showing a full score on the screen during the playing of the music, with the themes of the prominent instruments indicated in distinctive colouring. A danger to be guarded against would be the possibility of this film arrangement being unintentionally humorous and thereby distracting the audience's attention.

Another modern invention, television, will probably supersede the wireless in schools of the future, at least so far as music broadcasts are concerned, as the great handicap of the wireless is the lack of visual connection between teacher and pupil. It would probably be very difficult to use both television and sound film in the music course of the same school, as time would not permit, so that they are likely at some time to become rivals. Sound films, however, have the advantage that they may be fitted into the teacher's scheme whenever he wishes, whereas television lessons, like the wireless, would often come at inconvenient points in his course.

It is true that too much use of these and other aids might endanger the success of a music course, since many of them encourage passive receptivity to the detriment of music-making, but all good things can be dangerous if taken in too large quantities, and the misuse of an aid is not the fault of the aid—but of the teacher.

These new methods, when technically practicable, are at least worthy of a prolonged trial in our schools, otherwise our teaching may become divorced from modern life. In the words of Prof. Campagnac: "Persons who are engaged in the study and practice of education must themselves be alive, ready to learn, quick to perceive new significances in principles discovered long ago, to employ or abandon old methods as their own genius and the necessities of their own day direct, knowing that these may be replaced by a new technique in which truth ever more clearly seen may prove its eternal quality by the continuous variety of the forms in which it is from time to time revealed."*

* Presidential Address to the Froebel Society, 1934.

FURTHER LETTERS TO A YOUNG HEAD MASTER

XIX.—NEW YEAR RESOLUTIONS, RELIGIOUS TEACHING IN SCHOOLS, &c.

By W. JENKYN THOMAS, M.A., ex-Head Master of Hackney Downs School, formerly Grocers' Company's School

MY dear W.,

Yes, I approve of all your New Year resolutions—I call them New Year resolutions because September is the school New Year. But I want you to make some more. First, to see that every member of your staff insists on neat, legible writing. You know by now that boys will show up the worst writing that a master will accept. (By the way, one of my sons at Westminster School found this on one badly written exercise which he had shown up: Why not use the right end of the pen?) There are very few, if any, boys who cannot write neatly and legibly if they want to or are made to. And to see that your art master, if he has not already done so, creates an interest in good writing, in the art sense of the term, if that is the proper way to put it.

Consider, too, whether it is not advisable to forbid the use of fountain and stylographic pens in the lower part of the school. I believe that they tend to make handwriting sloppy. Mine, never too good, has certainly deteriorated since I started using a fountain pen. Next, to satisfy yourself that the spelling of the school is at least reasonably good. Next, to take care that every boy can write a decent letter and address envelopes of various sizes and shapes properly. I shall never forget the shock I got when in my first year as head master—that seems ages ago, for I was appointed by a trustful governing body at the age of 26—I got the school to address the foolscap envelopes in which the terminal reports were to be sent out. I suppose that when I did this I thought that the faculty of addressing envelopes came by nature. I was certainly wrong. And do not some of the letters you get from parents suggest that letter-writing and the addressing of envelopes should be taught?

Next, to see that every boy speaks clearly and distinctly when answering in class or reading aloud and further, when he is reading aloud, that he reads with proper expression. A great many boys in secondary schools speak indistinctly and read badly, as I found not only in my own school, but in the schools which I have visited since my retirement as an occasional inspector for the Board of Education and the Central Welsh Board. By the way, it is the policy of these two Boards to be satisfied with clear and distinct speech: in their reports they do not refer at all to provincial accent. I do not want you to be satisfied with so little, I want you to give serious consideration to the problem—a very difficult one, I admit—of how to eliminate provincial accent, if only because it will prejudice the future careers of your best boys. You may say that it ought not to do so, but the fact remains that it does.

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All these may seem trivial things to a high-souled head master; and too many high-souled head masters neglect them. Did not Napoleon say that a good general would see before a campaign that even the buttons on his soldiers' gaiters were firmly sewn on? If he did not, he or somebody else ought to have said it. Anyhow, apply the principle to the perpetual campaign of head mastering. *Nilitat omnis ludi magister*, to adapt a Latin saying.

I have recently made the following three additions to my commonplace book. (By the way, do you keep one? You ought to.) I have kept one for many years, putting into it poems, epigrams, smart sayings, passages from books and papers and the like, which have taken my fancy. I wonder now why I put in some of the things which I put in when I was young—they do not seem to me now to have been worth preserving. As against that, I am more than glad to have preserved the vast majority, which I should otherwise have forgotten. Take for example the despatch which *Punch* received from its Pekin correspondent: "It is difficult to exaggerate the gravity of the situation but am doing my best." I might comment that his example has been extensively followed. Take also this gloriously cynical opening passage of a novel by John Oliver Hobbes (Mrs. Craigie): "When the ninth Lord Middlechurch lay on his deathbed, he kissed his wife's hand with singular tenderness and called her Elizabeth." She had been christened Augusta Frederica, but, as the doctors explained, dying men often make these mistakes.) The first is from a speech by Mr. J. T. Christie, the Head Master of Westminster School: "The substitution of ethics for religion is one of the commonest betrayals of the religious ideal of education."

The second is from a speech by the Rev. H. V. Gorton, the Head Master of Blundell's School. He said that the modern boy was 50 per cent better than his counterpart of twenty years ago. 'At the basis of the boy's mind,' he went on to say, 'is one fundamental and final dogma of his own—that to be a Christian does not necessarily imply anything to do with the Church. Directly you begin to talk to the boy about the Church his moral ears fly back with innate incredulity. (Laughter.) It is not funny a bit. It is a serious thing. The idea of the Church as essential to Christian salvation, their own or society's, is a thing that boys just don't believe. It is treated politely as parsons' guff. My experience is that boys will not criticize Christianity, but they they will always criticize the Church.'

The third is from a speech by Sir Cyril Norwood: 'Though head masters are nearly all laymen,' he said, 'I think that they are more sensitive to spiritual needs than those who fifty years ago, though in Holy Orders, prescribed for most of their pupils a static Christianity that was rarely assimilated. I say this without forgetting notable exceptions.'

I could make many comments on these three pronouncements, but at the moment I will only make three. The first is, that as a lay ex-head master I hope that what Sir Cyril said is true. The second is that if by Church Mr. Gorton meant the Church of England, and if he is speaking from his own experience, I am glad that my service was in State-aided schools where religious teaching has to be undenominational. The third is that I have known head masters who were sincerely keen on religious teaching and yet by their crude, unwise methods only did harm to the cause which they had at heart.

Will you think over these three pronouncements and let me know what you think of them?

I was told a curious thing by an ex-inspector of schools not long ago (wild traction engines will not drag his name out of me). He said that his duties brought him into close contact with twenty-four newly-appointed head masters and that all but one spoke disparagingly to him about their predecessors. I do not think any the better of them for doing so. Even if they had reason to decry those whom they succeeded (and as a retired head master I am quite ready to admit that they had), they might have remembered *De mortius nil nisi bonum*. You and I have always been full of admiration for our predecessors. I know of one extreme case myself. A newly-appointed head master after about a term spoke to his predecessor as if he had only just saved the school from rot and ruin. This was hard to bear, but the retired head master bore it with a Christian humility which I can admire, but which I could never emulate.

Thought about religion has brought the following story back to my mind. A Scottish minister was preaching hell to his congregation. "There you will be," he thundered, "up to your necks in the sea of sulphur and in your exquisite agony you will cry, 'Lord, Lord, we didna ken, we didna ken.' And the Lord in His infinite compassion and mercy will reply, 'Ah weel, ye ken the noo.'"

Yours, &c.,

W. J. T.

The Associated Board of The Royal Schools of Music, London.—The medals offered for competition among candidates throughout Great Britain and Ireland who pass with distinction in the Local Examinations of The Royal Schools of Music in June–July, 1938, have been awarded as follows: MUSIC EXAMINATIONS.—*Final Grade (VIII)*: Gold Medal: Elizabeth B. Mills (Scarborough), in Pianoforte. Silver Medals: Georgina Caudwell (Malvern), in Pianoforte and Gwladys Gimlett (Newport, Mon.), in Singing. *Advanced Grade (VII)*: Gold Medals: Pauline M. Wright (Hastings), in Pianoforte; Alison M. Holland (Bath), in Pianoforte; and Rita Burley (Dublin), in Organ. Silver Medal: Joan C. Leverton (Plymouth), in Pianoforte. *Intermediate Grade (VI)*: Gold Medal: Irene Beaver (Liverpool), in Pianoforte. Silver Medal: Sebastian R. Pease (Portsmouth), in Pianoforte. The Silver Medals offered for Elocution have been awarded as follows: *Final Certificate (Grade VI)*: Madeline Roberts (Southampton). *Advanced Certificate (Grade V)*: Valerie B. Osborne (Barnstaple), Sylvia D. Corben (Bournemouth) and Betty Thomas (Bournemouth), equal.

* * *

Religious Books.—Messrs. Rich & Cowan are publishing *In the Steps of St. Francis*, by Ernest Raymond. The author has visited all the places associated with St. Francis and has illustrated his book with thirty-two photographs taken on his travels. The size will be large crown 8vo and the price 8s. 6d. net. The same firm announce two other important religious books for publication in October, *viz. Love: the One Solution*, by Dr. A. Herbert Gray, and *Can Human Nature be Improved?* by Dr. F. E. England. Both these volumes are included in the "Needs of To-day" Series.

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FOREIGN AND DOMINION NOTES

SPAIN

Last Notes December, 1935.

Spain has not been dealt with in these notes since December, 1935, and though the material we received during 1936 provided enough for notes toward the end of that year, the rising of July 18 and consequent invasion seemed to make a mockery of any description of past educational developments. The more so, as after June, 1936, no more periodicals were received from Spain. But in recent months evidence of great activity in education in Republican Spain, even in the midst of war, has become increasingly apparent; and after seeing with emotion that wonderfully restrained film,

"Spanish A B C"

"Spanish A B C," by Mr. Ivor Montague at the Progressive Film Institute, we were impelled to approach the Spanish Embassy, who gladly supplied much valuable information.

Political Reaction, 1935

During the few months prior to the success of the Popular Front at the polls in February, 1936, the Madrid *Revista de Pedagogía* continued publishing articles on general educational subjects, but the "notes of the month" became increasingly depressed. The political situation had become more confused and this, together with the tense international situation, and the economic crisis, had hit education badly.

No Continuity of Policy.

There had been four Ministers of Public Instruction in 1935, and the equivalents of the President of the Board of Education changed as each Ministry fell. Since 1933, the educational budget had been sinking to a negligible sum though the total State expenditure had scarcely changed at all.

Reaction in Education.

The notes commented unfavourably upon the two hours a week of evening classes which primary school teachers were compelled to give, the abolition of the general inspectorate of primary schools, the reduction of funds for material, canteens and school colonies, and the dismissal of inspectors for political reasons.

Hope in Elections.

The electoral campaign was about to begin, and teachers had to bear in mind who had protected their interests and who had not; "memory is a faculty which one should not cease to cultivate." The *Revista de Escuelas Normales* echoed these sentiments wholeheartedly and under the title of "New year—new politics" declared that no progress had been made in the normal schools, but that it had been a year *of resistance* and no more.

Propaganda Ignores Education.

January and February saw in the comments of these periodicals nothing but wonder that the political parties in presenting their programmes for the forthcoming elections neglected education entirely, unlike the English parties in the recent general election. After the Popular Front victory

Popular Front Victory, Feb., 1936.

of February, 1936, optimism sprang up again, in particular because Marcel·lí Domingo, who had done so much in the early days of the Republic, became Minister again.

Immediate Progress.

Within fifteen days he had decreed the creation of 5,300 new primary school teaching posts each with a minimum salary of 5,000 pesetas, he had appointed for the first time a teacher to the post of Director-General of Primary Education, he had instituted an inquiry into the best methods of replacing the religious orders in the teaching profession, and finally he had re-established the inspectorate of primary education and the principle of non-dismissal of inspectors.

Use of Catalan Restored.

Being himself a Catalan, Sr. Domingo, naturally, had the interests of the Generalitat at heart, and as promptly decreed that Catalan should be the official school language in Catalonia as the reactionary government of 1933 had promptly abolished its use.[5]

Administration Hampers Reform.

By May, however, the reforming current was running slower and the comments became a little critical; the administrative staff had scarcely changed from their incompetent and unsympathetic attitude of the days of reaction and this was a hindrance to the implementing of the Minister's reforms.

Open-air Schools.

Great encouragement was given to open-air schools, particularly by Barcelona, which maintained a number of "*escolas de mar*" for normal as well as physically and mentally deficient children.[1] Madrid had them too, and also semi-open-air primary schools of modern type called "*grupos escolares*," where the classes were "less classes than

"School-groups."

informal talks between teachers and taught" and initiative was encouraged in pleasant surroundings.[2]

War Does Not Prevent Progress.

From the time when Spanish periodicals ceased to be received, intermittent news came from Geneva showing that in spite of war education was proceeding.[3] In March, 1937, to increase the number of children at primary schools, one series of classes was using the buildings in the mornings and another in the afternoon for five hours each. In February of this year, an experimental institute for the teaching of plastic art was founded to keep every kind of teacher in touch with the best methods of fostering children's creative tendencies.

Religious Instruction in Insurgent Territory.

It was in this month, too, that there appeared the only reference to Spain from Berlin[1] since October, 1936 (when the article appeared on open-air schools in Government Spain referred to above); this was a note on the reintroduction of religious teaching in schools in insurgent Spain, the appointment and dismissal of teachers for this purpose being completely under the control of the religious orders.

The Cultural Work of the Spanish Republic during the War.

But the most striking evidence of the amazing cultural activity in Government Spain during the war under the initiative of the Minister, Sr. Hernández, comes from a pamphlet[4] reprinted from a Valencia periodical, *Tierra Firme*, and published in an unfortunately limited edition of 250.

Finance.

The total education budget for 1937 was 497,000,000 pesetas, *i.e.* 150,000,000 more than for 1936 and nearly 290,000,000 more than for the last year of the monarchy. Of this figure 265,000,000 was expended on salaries, 9,000,000 on materials, 40,000,000 on new schools (25,000,000 in 1935 and 6,500,000 in 1931) and 10,000,000 on the fight against adult illiteracy.

Primary Instruction—Defence.

One of the most interesting and characteristic aspects of the educational work of the Republic is the protection and defence of over 50,000 children by the establishment of 558 colonies and the organizing of hospitality in Eastern Spain. Those named "family educational communities" have become models of their kind. Education is supervised by the Ministry and simple pleasures are provided by "*fiestas*" and by the distribution of pamphlets, medals and sweets.

—New Schools.

In loyal territory 6,536 schools have been opened since the war started, 2,185 of which are in Catalonia, providing instruction for 326,800 more children. These figures should be compared with those of the last year of the monarchy and of 1935 under the reactionary government, 946 and 1,200 respectively—and these in normal times and covering the whole of Spain!

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In order that illiteracy should be eliminated from the army a " Corps of Militiamen of Culture " has been founded which, while fighting side by side with the People's Army, teaches reading and writing to illiterates and helps those who have some bases of knowledge by distributing periodicals and a special anti-fascist primer. There are, in addition, 800 front-line schools served by primary school teachers specially put at the service of the army.

—Fighting Illiteracy in the Army.

In the first year of the war *all* salaries below 4,000 pesetas were raised and later 10,000 teachers received a rise from 4,000 to 5,000 pesetas so that 42,000 teachers or 70 per cent of all primary teachers received a rise.

—Higher Salaries.

Sr. Domingo's policy of provincial inspectors was continued and the whole system was further decentralized by delegating more power to them.

—Reform of Organization.

In order that the new needs of school life should be recognized in the normal schools, the third-year students follow a compulsory course of special kindergarten studies for the women, and a course on the rural industries peculiar to each province in their relation to the activity of the primary school, for the men. There is a course of investigation into the physical and psychological effects of the war on children. The directors finally must give bi-weekly political lectures to all students in order to " strengthen the professional morality " of the future generation of teachers.

—Normal Schools.

New syllabuses for infant and primary schools were approved ; the former included language, education of the senses, calculation, manual and physical activity, and the latter, language, knowledge of number, form, nature and human values, creative activities and physical education. The importance of this reform is that, for the first time, official instructions have been given to stimulate and direct those civil servants who had previously no norms at all in their all-important work.

—New Syllabuses.

The new schools being built are all in keeping with modern theories " which are founded on practical work and personal experience "—workshops, laboratories, gardens, &c.—and are in close touch with the teachers' trade union. "Thus the Republic prepares for the school of the future which shall be the basis of the reconstruction of Spain."

—New Buildings.

At present, seventy secondary schools are functioning. The chief difficulties were the teachers who had to be re-distributed according to the exigencies of war and their attitude toward the regime, and also the gaps left by the voluntary mobilization. Salaries were fixed at a minimum of 5,000 pesetas.

Secondary Education.

Before the war, the working class had no access to culture, but now more and more Workers' Institutes are being opened ; here workers from 15 to 35 years of age can follow a shortened " *bachillerato* " course of four semesters of intensive study, with no fees, and are boarded free of charge and with compensation if they were previously earning, leading ultimately to the university. The staff have volunteered also for a fully attended summer holiday course for workers of over 14 years of age.

—Workers' Institutes.

At the outbreak of the war, all the universities were closed so that, among other obvious reasons, those in the rear should not gain an advantage over the front-line fighters. Exceptions were made of students who had already completed part of their courses, and skeleton syllabuses were drawn up for all faculties but engineering, where a full course was maintained. But, naturally, the faculties of Science and Medicine were continued and amplified, and advanced students were allowed to practise as camp doctors with the proviso that at the end of the war they complete their courses. For secondary school students who, having completed their courses, were not yet old enough to take an active part in the war, intensive preliminary courses were organized in the universities. Apart from the faculties of Medicine and Pharmacy, the major part of the University of Madrid has been transferred to Valencia, while Barcelona continues independently under the Generalitat of Catalonia. Here also scholarships and special exemptions of all sorts have been instituted.

Universities.

—Medical Facilities Improved.

—Preliminary Courses Organized.

Most of the research work that was being conducted received an inevitable check at the beginning of the war, but the various institutions grouped under the title of *Junta para ampliación de estudios*, were reconstituted at Valencia in December, 1936, and have flourished since. The *Revista de Filología Española*, however, has continued to be published at Madrid and the " copy " of the third quarterly issue of 1936 was saved from destruction in its " set-up " state when the siege began on the west of the City, and was normally distributed. The *Archivo de Arte y Arqueología* has published its three annual numbers since 1936 with an excellence of typography and erudition to be marvelled at under such conditions. And so on with a dozen other learned reviews and specialized publications.

"Junta Para Ampliación de Estudios."

Soon after the outbreak of war local committees sprang up for the protection of the art treasures of the various parts of the country ; these subsequently became local branches of the central Madrid *junta* for this purpose, and showed an incredible care and respect for treasures which had often not been enjoyed previously by the committee members owing to their being immured in private houses. In Madrid, little has been irreparably destroyed by reason of removal and intensive sandbagging.

Protection of Art Treasures.

Soon after the siege of Madrid began, the Ministry, assisted by the " social action " section of the 5th (Communist) Regiment, founded the " *Casa de la Cultura.*" This is at Valencia and is for twenty artists, writers and men of science, some with their families, whose work was of such inestimable cultural value to the country that they deserved special attention ; the Republic safeguards thus the continuity of its intellectual activity by removing them from Madrid. Apart from the individual publications of its occupants the Casa de la Cultura has continued the publication of a series of cheap editions of the Spanish classics, initiated by the President of the Republic.

"House of Culture."

" Cultura Popular " is a movement which organizes the circulation of books to the branch libraries of the various political parties and to the libraries of hospitals, battalions and " Corners of Culture " behind the lines.

"Popular Culture."

Soon after the Popular Front victory the " Alliance of Anti-fascist Intellectuals " was founded as an attempt to fight against the anti-cultural attitude of Fascism and to bind intellectuals with closer ties to the people and to the popular movement. Divided into sections and also scattered among the Militia, it has given aid to " Popular Culture " and to the " Militiamen of Culture," and publishes editions of plays, puppet-shows and popular ballads, and a periodical, *The Blue Monkey*.

"Alliance of Anti-Fascist Intellectuals."

Thus Spain goes on fighting not only her own forces of reaction but the forces of the invaders, with an effort and success which is the admiration of the civilized world and which is due, in large part, to the indomitable will of a people which is as thirsty for culture as it is anxious to win a new life of its own.

Received : [1] *Internationale Zeitschrift für Erziehung ;* [2] *The School Review* (Chicago) ; [3] *Bulletin of the International Bureau of Education ;* [4] *Labor Cultural de la República Española durante la guerra ;* [5] *The Cultural Work of Liberal Governments in the Generalitat of Catalonia ;* and those cited.

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DRAMA IN SCHOOLS

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This book is intended to help pupils in fifth and sixth forms to reach some understanding of the different forms of drama: to distinguish between a comedy of manners and a comedy of humours; between the purpose of the soliloquies of Faustus and the short, casual sentences in the modern play. The book is divided into six chapters. Each chapter contains a description of the type or types of drama with which it deals, followed by extracts from representative plays. These, in turn, are followed by a short questionnaire which draws attention to the dramatic significance of each passage. The twelve plays from which extracts are taken are: *Œdipus Tyrannus* (in Mr. Sheppard's translation), *Everyman*, *Dr. Faustus*, *Macbeth*, *Every Man in his Humour*, *The Way of the World*, *The London Merchant*, *Maria Marten*, *Caste*, *Strife*, *The Insect Play* and *St. Joan.*

PRIZE PLAYS AND SOME OTHERS

Pp. 272. **2s. 6d.** *net.*

This volume contains the three plays that won the prizes recently offered for a competition held by the Oxford University Press, together with six others, most of which were commended by the judges. Nearly all have an historical setting; two are for boys alone, two for girls alone. They make small demands for scenery and properties, depending mainly on action, characterization and crisp dialogue, while affording opportunities for "dressing up". They were all written specially for schools.

The plays are: *Lion of Sparta*,* by T. B. Morris; *Shadows*, by J. R. Clemens; *The Eve of Flodden*, by Clifford Whone; *The Happy Man*,* by Margaret Irwin; *His Majesty Masquerades*,* by Edith M. Barling; *The Will of God!*, by Arnold Helsby; *The Night of the Fair*, by Dudley Hoys; *Nothing Ever Happens*,* by R. J. M'Gregor; *Witchen-Blossom*, by Mary C. Grey.

The plays marked with an asterisk are also published separately. Full particulars of all the plays, and of other one-act plays published separately, will be sent on application.

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CAMBRIDGE SCHOOL CERTIFICATE GEOGRAPHY IN 1939

By L. B. CUNDALL, M.Sc., Henry Thornton School, London

SEVERAL interesting changes are foreshadowed in the School Certificate syllabus of the Cambridge Local Examination of 1939. In future, candidates must obtain a credit mark in at least one subject and a pass mark in at least four others. Although eight subjects may be taken, the new examination marks a definite advance in educational practice, and the new conditions provide an opportunity for teachers to get away from the methods of the crammer. In a short time it should be possible for examiners to make the new school certificate a record of educational progress which will correspond closely with the actual conditions of school life.

In several subjects the syllabuses followed have been overcrowded, and geography teachers in particular have complained that far too much has been expected of candidates who have presented this subject in the School Certificate Examination. Teachers generally will be relieved to find that, at last, the interesting and important aspects which they have reluctantly omitted in former years have become part of the examination syllabus. Possibly the most revolutionary proposal is that the new syllabus states that candidates should make a study of their own home area or of some area of which they can obtain *first-hand knowledge*, additional credit being given for the application of this knowledge in the examination. Opinion is divided as to whether in an examination taken by schools in all parts of the country it is possible to test each candidate's knowledge of his home district, but questions set during the present year tend to show that, if only to a limited extent, it *is* possible for candidates to make use of their knowledge of local geography either by applying to general questions the methods they have practised in the field or by giving local examples with which they are familiar as illustrations of specific problems.

Teachers who propose to initiate the study of local geography in their schools will find a list of books dealing with the teaching of this aspect of their subject in the *Memorandum on the Teaching of Geography*, published for the Assistant Masters Association by Messrs. George Philip. The classic study of Dr. Marion Newbigin on *Ordnance Survey Maps: their Meaning and Use*, published by Johnston, has been out of print for many years but similar examples of the interpretation of a number of Ordnance Survey maps are given in C. C. Carter's *Land Forms and Life*, published by Christophers. A detailed analysis of methods of regional survey in school work is included in H. C. Barnard's *Principles and Practice of Geography Teaching*, published by the University Tutorial Press. Finally, the Geographical Association's standing committee for secondary schools has prepared for publication a pamphlet which describes experiments in the study of local geography which have been carried out in different types of schools in urban and rural areas. Probably the best method of dealing with local geography is for the individual teacher to make a preliminary survey of his area before attempting to train his pupils to plot and interpret the distribution of characteristic geographical features, both physical and human, of an area which can be visited during school time. It is not possible to make a plan which will suit every school and the teacher is the only judge of what can and what should be attempted in any particular case. As a rule, local studies are based upon the six-inch and one-inch sheets of the Ordnance Survey and the Geological Survey, but the maps published by the Land Utilization Survey will also be found useful in determining the basal facts and in checking the work done by the pupils. Teachers in the London area will find much useful material in *Middlesex and the London Region* which forms part 79 of the Report of the Land Utilization Survey, issued by Geographical Publications, Ltd.

Geography may be taken either in Group I or in Group III. In the latter it may be taken with a single paper, such as arithmetic, in elementary mathematics. The syllabus is the same in both groups and as it is not necessary for candidates to specify in which group they wish it to count it is probable that geography will become increasingly popular, especially with candidates whose mathematics and science are not strong subjects. In many School Certificate Examinations geography has been an unusually difficult subject because the examiners have been free to set questions on remote areas and on unimportant topics. In the new Cambridge Local Syllabus the examination in geography consists of two papers, each of two hours duration. Paper 1 deals with map work, including exercises on Ordnance Survey and Land Utilization Survey maps; general physical geography, including the interpretation of weather charts; and a study of world topics on broad lines. The inclusion of such topics as the exploitation of the tropics, mandates, and the treatment of backward peoples marks a distinct advance on the type of geography usually taught in schools.

At the present time there are few text-books which cover all the requirements of Part 1, but much useful information on social geography is given in Unstead's *Citizen of the World* Series, published some years ago by Sidgwick and Jackson. Other books which deal with various aspects of modern world problems have been written by Brentnall, Carter, Laborde, Shanahan, Simpson and Skeat, but the only comprehensive treatment of the geographical aspects of world affairs is Fairgrieve's *Geography and World Power*, published many years ago by the London University Press. J. F. Horrabin's *Economic Geography* deals clearly with important aspects of world geography but is marred by political bias.

Compared with the syllabuses of several other examination boards the Cambridge Local Examination syllabus in regional geography (Paper II) shows a definite reduction in the area of regional study. The British Isles is rightly considered to be essential and the rest of this section comprises the industrialized and

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densely populated countries which border the North Atlantic. For these regions there is no special text-book but all that is required may be found in E. O. Robinson's *World Geography*, published by Macmillan, and in numerous other text-books of the existing school certificate standard. Many teachers will regret the limited scope of the paper on regional geography, but there is no doubt that the new syllabus will put an end to the indefensible practice, common to many schools, of entirely neglecting in pre-school certificate classes such important areas as the United States and Western Europe.

PRIZE COMPETITIONS

The prize for the September Competition is awarded to " T. S. M.," *proxime accessit*, " Strephon."

The winner of the August Competition was Mrs. W. A. Edward, Hillside, Cults, Aberdeenshire.

We are still awaiting the names and addresses of " Hesperus " and " A. J. O.," recent prize-winners.

We classify the twenty versions received as follows:

Class I.—T. S. M., Strephon, Pluto, Eck, Martin, Numéro, Old Trident, Bubenberg, Fidelis, Insolens.

Class II.—Urbanus, Ex Or, Als Ob, Calvus, J. E. M., Diogenes Cynicus.

Class III.—Mesh, G. E. E., S. J. A.

Class IV.—Onyx.

Ars Poetica

Multos juvenes carmen decepit. Nam ut quisque versum pedibus instruxit sensumque teneriorem verborum ambitu intexuit, putavit se continuo in Heliconem venisse. Sic forensibus ministeriis exercitati frequenter ad carminis tranquillitatem tanquam ad portum feliciorem refugerunt, credentes facilius poema exstrui posse, quam controversiam sententiolis vibrantibus pictam.

Ceterum neque generosior spiritus vanitatem amat, neque concipere aut edere partum mens potest nisi ingenti flumine litterarum inundata. Refugiendum est ab omni verborum, ut ita dicam, vilitate et sumendae voces a plebe summotae, ut fiat " odi profanum volgus et arceo." Praeterea curandum est ne sententiae emineant extra corpus orationis expressae, sed intexto vestibus colore niteant. Homerus testis et lyrici Romanusque Vergilius et Horatii curiosa felicitas. Ceteri enim aut non viderunt viam qua iretur ad carmen, aut visam timuerunt calcare.

Ecce belli civilis ingens opus quisquis attigerit, nisi plenus litteris, sub onere labetur. Non enim res gestae versibus comprehendendae sunt, quod longe melius historici faciunt, sed per ambages deorumque ministeria et fabulosum sententiarum tormentum praecipitandus est liber spiritus, ut potius furentis animi vaticinatio appareat quam religiosae orationis sub testibus fides.

Translated by T. S. M.

The Art of Poetry

Many a young man has been beguiled by poetry. For any one who has managed to build up a verse with feet and to make an embroidery of words around some pretty little thought, imagines that he has arrived straightway at Helicon. So men have often fled for refuge from the toil of their forensic duties to the peaceful art of poetry as if to a happier haven, thinking a poem more easy to compose than an argument decked out with glittering aphorisms.

But the nobler spirit feels dislike of vanity, and the mind cannot conceive or bring to birth unless steeped in a vast flood of letters.

There must be an avoidance of all, so to speak, cheap words, and language must be chosen far removed from vulgar use: " I hate the unhallowed crowd and fend it off " in effect. Moreover, care must be taken that no sentence shall stand out prominently beyond the body of the narrative; it should shine with the colour that is woven in the fabric. Homer is an example and the lyric poets and Horace of the happy phrase achieved by pains. The rest have either not seen the way of approach to poetry or else have seen but feared to tread it.

Take the Civil War: whoever essays so great a task and has not fed well on literature, will sink beneath the burden. For the recital of exploits is not for verse—historians do that far better—but ruses must be employed and the services of gods and the driving force of myth and aphorism to carry the free spirit on its headlong course, suggesting rather the inspired utterance of a frenzied mind than a scrupulous, well-attested and trustworthy narrative.

The passage set for translation—it is taken from Petronius, not, as one of the competitors asserted, from Quintilian—begins abruptly, and serves as a preface to a long poetical recitation put into the mouth of a " decadent " poet, Eumolpus. The chapter may well stand as an expression of " Augustan " ideals. The diagnosis of the literary disease of the age is acute. The chapter is for ever noteworthy for the two words *curiosa felicitas*, applied to Horace. This, as the late Prof. Saintsbury remarked, is admirably terse, and gives us a good notion of Petronius's critical faculty. It is not at all easy to translate—as the competitors have discovered for themselves; it does not mean *curious felicity*, as " S. J. A." supposes. The late Prof. Tyrrell suggested *a subtle happiness of expression*; another scholar renders it by *a studied felicity*; a well-known French translator gives this: *Horace, si heureux dans le choix de ses expressions.*

Students of our own literature may like to know that " curiosus " (= skilful, painstaking) has an almost exact parallel in the English derivative " curious," as in Sir H. Wotton's line: " You curious chanters of the wood." In this sense the word is now obsolete.

According to Saintsbury the words *ambages deorumque ministeria* refer to the stock revolutions and divine interventions of Epic and Tragedy; while *fabulosum sententiarum tormentum* means the process of racking the brain for sententious " conceit " of phrase (*epigram coloured by mythology* is Hazeltine's rendering). In any case, *sententiae* does not mean *sentences*. Presumably *sensum teneriorem = a more delicate shade of meaning; controversiam* may be translated by *declamation*.

On the whole, the piece was well attempted by the majority of the competitors. It has not been easy to assign the first place; but, after careful consideration, the version by " T. S. M." appears to be the best. " T. S. M." is run very close by " Strephon " and " Pluto." The prize-winner, like nearly everybody, seems to have got into some difficulties with the last bit of the extract. But this is not surprising if, as Saintsbury believed, it was intentionally obscure.

We are sorry if we diminished " Cairn's " pleasure in winning the German prose competition by giving her the impression that we thought the translations submitted below the usual standard. Such was not our intention when we remarked that (of a passage by no means devoid of difficulties) no quite perfect rendering had been produced.

(*Continued on page 634*)

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ELEMENTARY INORGANIC CHEMISTRY. By SYLVANUS J. SMITH, M.A., late Senior Scholar of Trinity College, Cambridge. 4s. 6d.

The scope of this book is intended primarily to be that of a two years' course to reach the standard of School Leaving Certificate Examinations; in particular, the requirements of the University of London and of the Northern Universities Joint Board for these examinations have been considered.

ENGINEERING SCIENCE. By H. B. BROWN, B.Sc. (Eng.), London, Wh.Ex., A.M.I.Mech.E., Headmaster, Bordesley Green Technical School, Birmingham, and A. J. BRYANT, B.Sc. (Eng. Hons.), London, A.M.I.Mech.E., Senior Lecturer in Engineering Science and Mathematics, Walthamstow Technical College. Vol. II. HEAT AND HEAT ENGINES AND ELECTROTECHNICS. 6s.

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The authors of this book point out that physics has too often been taught in a purely academic fashion, instead of in the light of its social and industrial uses. They have tried to treat the subject in the latter way in their present volume, starting with the topics which are easy to understand and passing on to those which are more difficult.

MATHEMATICS

CO-ORDINATE SOLID GEOMETRY. **Being Chapters I-IX of "An Elementary Treatise on Co-ordinate Geometry of Three Dimensions."** By ROBERT J. T. BELL, M.A., D.Sc., LL.D., Professor of Mathematics in the University of Otago, Dunedin, N.Z. 7s. 6d.

There is a number of students whose interest in pure mathematics does not extend beyond the requirements of pass degree examinations in mathematics. The first nine chapters of Prof. Bell's well-known treatise, completing the work on the central surfaces, is sufficient for these. He has accordingly arranged to issue this portion of his book, with some additions and alterations, as a separate volume.

THE ESSENTIALS OF SCHOOL ALGEBRA. By A. B. MAYNE, M.A., Headmaster of the Cambridge and County High School for Boys. With Answers, 5s. Without Answers, 4s. 6d. *Also issued in parts:* Part I, With Answers, 1s. 9d., Without Answers, 1s. 6d.; Part II, With Answers, 3s., Without Answers, 2s. 6d.; Part III, With Answers, 2s., Without Answers, 1s. 9d.; Parts I-II, With Answers, 4s., Without Answers, 3s. 6d.; Parts II-III, With Answers, 4s., Without Answers, 3s. 6d.

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"Fidelis" sent us a post card bearing the one word "*Touché.*" We hope the wound will not disable him from competing this month.

A Prize of Two Guineas is offered for the best translation into English verse of the following lines by Louis Le Cardonnel:

POUR UNE PORTE DE BIBLIOTHÈQUE

I

Porte, défends l'accès de cet intime Louvre
A ceux qui ne vont pas, d'un noble songe épris !
Garde à jamais ce seuil du profane, et ne t'ouvre
Qu'aux loisirs des grands coeurs et des mâles esprits.

II

Heureux qui vient ici, dans la pénombre auguste
Se nourrir de silence et de recueillement ;
Ou qui peut y survivre un jour, durablement,
Dans le vélin d'un livre et dans l'airain d'un buste.

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more than ONCE *during a given year, though the name of the competitor gaining a first prize will be published each month.*

All entries for this month's competition, which must be accompanied by the coupon printed on page 658, *must reach the office by the first post on November* 1, 1938, *addressed* "PRIZE EDITOR," The Journal of Education, *Ludgate Broadway, E.C.* 4.

Prize Essay Competition

ENGLISH COMPOSITION

ESSAYS FOR THIS COMPETITION ARE DUE ON OCTOBER 6, 1938.

On the outside cover of the essay should be written :

1. The Candidate's full name *in block letters ;*
2. The Candidate's age *last* birthday. *This is essential ;*
3. The name and address of the Candidate's school ;
4. *The title of the essay ;*
5. A declaration *signed by the head of the school*
   (*a*) Confirming the Candidate's age ;
   (*b*) That the essay is the *bona fide unaided* and *uncorrected* work of the Candidate.

On the left-hand corner of the envelope containing the essay (or essays) should be written "Essay Competition," and it should be posted to :

MR. WILLIAM RICE,
The Journal of Education,
Ludgate Broadway,
London, E.C. 4.

TOPICS AND EVENTS

Trains, Tracks and Travel.—The British Railways are prepared to lend five sets of lantern slides to lecturers, schools, universities, women's institutes, associations and societies free of charge. Nearly 1,000 lantern slides are available, made up into long and short sets complete with reading matter and entitled "The Railways of Great Britain," "British Railway Locomotives," "Railway Wonders of Great Britain, "Trains, Tracks and Travel" and "British Railway Docks." Applications for lecture material and the loan of lantern slides or film should be addressed to the British Railways' Press Office, St. Ermin's (South Entrance), Caxton Street, Westminster, London, S.W. 1.

* * *

"The Duke of Devonshire Prize" Competition, 1938.—The subject selected for this year's Essay Competition for "The Duke of Devonshire Prize" is "The Importance of the Crown to the Unity of the Empire." The Competition was established in 1909, in memory of Spencer Compton, Eighth Duke of Devonshire, first President of the British Empire League, and is open to boys of the leading Public Schools. Three prizes are awarded by the British Empire League for the best essays sent in, *viz.* First, Ten Guineas: Second, Five Guineas, and Third, Three Guineas. The winners of the three prizes also receive a Certificate signed by the Duke of Devonshire, President of the League, with their names inscribed thereon.

* * *

The Child-Study Society.—This Society, now in its forty-fifth year, has arranged its Lecture Programme for the coming autumn term. A series on the subject of Sex includes one lecture by Dr. H. Crichton-Miller on "Sex and Mental Health." Miss Norah March will speak on "Sex in Relation to Personal and Civic Responsibility" and Dr. Millais Culpin will address the Society on "Sex and the Problem Child." The last topic is by way of pendant to last year's studies on the Problem of the Backward Child, a series which has been summarized in the new issue of the Child-Study Society's Bulletin.

* * *

The Working Men's College.—Founded in 1854, the Working Men's College, Crowndale Road, London, N.W. 1, entered its eighty-fifth year this month. The students are for the most part working men and the teachers are in general members of the universities and of different professions who give their services voluntarily. The object of the college is to place a liberal education within reach of the working man, and the fact that of the 100 teachers almost all are unpaid makes this object possible of achievement. The fees are, with few exceptions, 5s. per class per annum. The programme and classes includes such a variety of subjects that all demands are met. The College now possesses the most up-to-date gymnasium, where students young and old, beginners and advanced, may keep themselves physically fit. The athletic ground, with facilities for cricket, football, tennis and bowls is at Edgware and has a fine pavilion with the usual dressing accommodation. The recent £18,500 extension has provided additional modern laboratories, a sound-proof concert-room and extra class-room accommodation. The library houses some 21,000 books.

* * *

"An End and a Beginning."—Messrs. Constable & Co. inform us that the above collection of plays by Naomi Mitchison, originally published at 5s. net, is now available in two series, linen bound, at 1s. 9d. each, suitable for school use. The title of this edition has been changed to "Historical Plays for Schools."

* * *

Royal Drawing Society Examinations.—In order to meet the need for spreading holidays, the Society has antedated its Summer Examination to mid-May and has instituted a new Autumn School Examination in November, similar in all respects to the Summer Examination. The Autumn Examination will be held on November 1, 2, and 3 1938, and the Summer Examination on May 16, 17 and 18, 1939. (Examinations may also be held at any other time by arrangement and by payment of a special date fee of 3s. 6d.) The number of schools taking the Examination this year exceeded 1,000 and there were 47,000 candidates. The countries and places outside the British Isles from which papers were received included Canada, Australia, New Zealand, Africa, India, the West Indies, Malaya, British Guiana, China, Japan, Gibraltar, Istanbul, Chile, the Argentine, &c.

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Educational Administration

The presidential address of Mr. John Sargent to Section L of the British Association at the Cambridge meetings can be regarded in some sense as a valedictory pronouncement, since Mr. Sargent, after a highly successful tenure of office as Director of Education in Essex, leaves this month for India, where he will be the Chief Commissioner for Education.

Mr. Sargent spoke from an experience of twenty-five years in local government, and his views on educational administration naturally command respect. During the month that has elapsed since the delivery of his address, discussion and correspondence in the educational Press have brought into correct focus certain of the opinions expressed in the address. Two of these demand close consideration since they deal with issues that are controversial and will become of vital importance in the near future.

Mr. Sargent feels that the size and areas of the present local education authorities call for urgent reconsideration. Many will agree with him that when Parliament passed the 1902 Act the opportunity should have been taken to devise new areas for local education authorities. The opportunity was lost, and thus there are no less than 318 local education authorities, differing fantastically in size, area and capacity. At one end of the scale is London with an Education Committee providing education services for a population of nearly 5,000,000 people. At the other end is Tiverton with a population of 9,000 and an autonomous Part III education authority.

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Some local authorities (Part III) can only administer elementary education: some have no need to consider technical education since their areas are too small and are exclusively rural. Other authorities again cannot afford to provide a trained administrative personnel, and many of the smaller authorities have failed to keep pace with the reorganization of primary education advocated in the Hadow Report. Their teaching staffs, like their schools, suffer from the ills of inbreeding, which are unavoidable unless the area is large enough and the schools sufficient in number and type to provide a variety of experience for the staffs and adequate opportunities for mobility.

Mr. Sargent considers that the ideal size for a local authority would be anything from a quarter to one and three-quarter millions. Allowing for certain obvious exceptions like London and Middlesex these limits seem not unreasonable. Local authorities of this size would neither be exclusively urban nor rural, and thus a proper balance would be struck between town and country. So far as secondary education is concerned the results would be highly beneficial. It is common knowledge that secondary education cannot be provided so fully and so diversely in the smaller county boroughs as it is in the larger cities or counties. Problems of staffing, equipment, and administration are more efficiently managed as a rule when an authority has to deal with, say, fifteen secondary schools as against one or two. This will be more clearly seen as the central or modern schools are developed: the smaller areas will not be able to harmonize the different requirements of the secondary and the modern schools in the manner necessitated by the problems of to-day.

The obvious conclusion is that the Part III authorities, *i.e.* those providing only for primary education, are doomed to disappear. It will then be no longer possible, as it is in some cases, for the chief education officer to be a part-time official who is also a town clerk or district council clerk. Nor will school architects and school medical officers be part-time officials. The teaching staff will gain by inclusion in larger areas where there are more opportunities for transfer and promotion and for acquiring wider experience. This is not to deny that the largest Part III authorities such as, for example, Hendon or Ealing, have not done most valuable work. But the Nation simply cannot afford to perpetuate a system in which a local authority can organize and provide for only one type of education—primary. Education is as every one knows a unity and not a series of isolated compartments confined by rigid bulkheads. The tendency to organize technical education on a larger and wider basis is a sign of the times and Mr. Sargent's call for a revision of the size and areas of local education authorities has everything to commend it.

It is possible to be less enthusiastic about the second leading opinion expressed by Mr. Sargent. He is concerned about what he feels is a deterioration in the personnel of education committees. He believes that in former years there was a more abundant supply of professional or leisured people, who devoted time and thought as amateur administrators in co-operation with the paid administrators to the problems social, moral and philosophical with which every education system is fraught.

But were all the leisured committee members of a past era as progressive as they may appear now? Must the administrator of to-day, as he wrestles with new problems, stay for a moment

> "To gaze upon that light he leaves
> Still faint behind him glowing"?

Surely some of the squires and retired merchants of a generation ago spent not a little of their energy in blocking every step toward educational reform. Their task in life was to "save the ratepayers." Hence the mean and shabby school buildings in certain areas, and the old and beloved gospel that the child of the working man needed only the three Rs as a preparation for life. It is not an accident that the advent of working men and women into the education committees of areas such as Durham and Sheffield has been a benefit that can be witnessed in the schools of these areas. And it is not to decry the services of large-hearted councillors of the middle and upper classes of a former period in areas such as, for example, Kent or Birmingham or Leicestershire or the West Riding, that one is bound to recall that the two most reactionary local authorities in the country have scarcely one working man on their education committees.

The high value placed by Mr. Sargent on the services of co-opted members can be unreservedly commended. It is unfortunately true that the hurly-burly of elections to town and county councils often excludes the presence of cultured people whose interests may be purely educational and who have neither the taste nor the capacity to fight a contested election. The principle of co-option wisely applied can secure most able and expert advice through the inclusion of persons with a keen interest in education and a lively sense of the importance and variety of educational problems. It is to be deplored that some local authorities still fail to make use of the principle of co-option or else apply it for purely political or personal ends. Rightly used it can provide impartial and sound guidance for administrators and help to check that tendency to the bureaucratic mind which Mr. Sargent considers is a danger against which all professional administrators must safeguard themselves.

This is not the occasion to deal with another of the main features of the presidential address—the views expressed by Mr. Sargent on the training and outlook of education officials. On that subject as on the two aspects of his address which have been referred to above he had much to say that was wise and constructive. It is conceivable, however, that some day the Board of Education, which has expressed an opinion on the amateur element in administration by warmly approving the principle of co-option, may similarly express an opinion on the training of the professional element—the paid officials. But much water will flow beneath the bridges before the Board will reveal its views on the future of the present dimensions and powers of local education authorities.

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OCCASIONAL NOTES

ALL thoughts are turned to Czechoslovakia, a State —we cannot say a nation, for the difference between State and nation is at the root of the trouble— created by the Peace Conference of 1919, largely through the efforts and aspirations of Masaryk, the university professor who became its first president. The composite character of the new State is reflected in its schools. For example, State-controlled secondary schools include 238 Czechoslovak, 67 German, 8 Magyar, 5 Russian, 1 French, and 1 Polish. Who can fail to sympathize with the difficulties of the creators of such a polyglot country? In their educational problems, the founders of Czechoslovakia can turn to Comenius (1592–1670), who wrote in Czech and has been given the title of "father of modern educational method." Our own Parliament proposed to invite Comenius to organize a great college based on Bacon's plans. The Civil War intervened; otherwise English education might have taken a new form, for Bacon was an educational revolutionary. Shortly before his death, Comenius in one of his letters thanked God that he had been all his life a man of aspirations. In this sense, Masaryk was his true descendant.

Czechoslovakia.

SIR ERNEST GRAHAM-LITTLE, Member of Parliament for London University, contributes to *The Times* a letter on Educational Reform, taking as his text the assertion of the Parliamentary Secretary to the Board of Education (Mr. Kenneth Lindsay) in the House of Commons on June 20 that we are half-way through a great reform in our education system comparable with the reforms of 1870 and 1902. Since the Act raising the school age is not yet in operation, Sir Ernest naturally looks for the basis of this proud claim. He finds it in the reform of the School Certificate Examination and makes some caustic observations thereon. If this reform increases the difficulties of secondary school pupils in proceeding to universities, as Sir Ernest suggests may be the result, its advantages will be substantially offset. He pillories not unfairly the Minister's denunciation of "a university education *in vacuo*." May we not assume that such an education produced the Minister himself? It has certainly produced many even more distinguished politicians. The chief question, however, is whether the old drudgery is to be re-imposed on our school teachers of preparing their pupils both for the School Certificate and for separate Matriculation Examinations.

Educational Reform.

TO the *A.M.A.*, the Journal of the Assistant Masters' Association, Mr. H. L. Peacock contributes an article on Secondary School Appointments. We do not fully share his objections to the private agent but agree that if methods could be devised to improve the system of making appointments, secondary education would stand to gain. When a head master receives from 200 to 300 applications for an appointment, great industry is required in order to ensure even approximate justice, and the expense involved to the applicants in duplicating testimonials is substantial. Governing bodies who may interview say six selected candidates, try to do their work impartially; but the selection of the six is often more difficult than the selection of one of the six. This applies both to head and assistant masters. There may even be suspicions that the six are "seeded" with inferior candidates. In a recent case, Mr. Peacock says, there were 400 applicants for a post. This suggests over-production, unless the post was exceptionally attractive. If a fair balance could be struck between supply and demand, many of the difficulties of making secondary school appointments would disappear.

Secondary School Appointments.

COLONEL R. B. CAMPBELL, Director of Physical Education in Edinburgh University, issued a warning at the meeting of the Industrial Welfare Society at Oxford against constant drill. It was "apt to stamp on the mind and crush initiative and imagination." Monotonous repetition of words of command should be discouraged as deadening the sense of hearing and blunting the wits; and fixed apparatus should be reduced to the minimum. Training in dexterity can be provided without expensive apparatus. Everyday articles can be lifted, balanced, carried, heaved and handled. The Report of the Board of Education emphasizes this point, observing that games and physical exercises can be enjoyed even when space is restricted and apparatus lacking. A good example would be folk and other forms of dancing. Why should not dancing receive more encouragement in schools, especially boys' schools? There is no reason why the grace and carriage of girls should be superior to their brothers'. A walk along the High Street of Eton will demonstrate the need of training in what our Victorian forefathers called "deportment."

Physical Training.

"JUVENILE courts," says a leading article in *The Times*, "are part of the public system of education. Not primarily punitive, the chief object of the courts is to train troublesome children; and the first step usually taken is to order a remand in order that probation officers may study and report." "Remand homes" are maintained by local education authorities. The writer of the article estimates that one in a hundred cases represents a "genuine psychological oddity" demanding study by a medical specialist. For these special cases, it is proposed to establish a special observation centre to serve the London area. The Goldsmiths' Company and a private donor have contributed a generous gift of £8,000 for this purpose. Local educational authorities sending children to this remand home will pay fees. The

Juvenile Courts:

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Warden will be a woman, and a medical psychiatrist will be included in the staff. This is a hopeful attempt to deal with a difficult problem. A private institution can supply a better atmosphere for the treatment of these difficult cases than an official institution.

Boarding Out Juvenile Offenders.

THE Home Office has once more urged that greater use should be made by Juvenile Courts of their power to commit young offenders to the care of the local authority in cases where the home environment is unsatisfactory. The recommended procedure in such cases is for the local authority to make arrangements for the child to be boarded out with foster parents. Where parental neglect is proved and particularly where the home environment conduces to immorality of various kinds, it is far better for the child to be boarded out with the right type of foster parents who will take an interest in their young charges and endeavour to redeem them from serious trouble while there is yet time. The experience of cities like Leeds and Birmingham as well as counties like Staffordshire, demonstrates the success of this procedure, but in every case it is necessary to find out whether the foster-home suits the child rather than whether it appeals to the local authority's officer as an ideal home.

Cramming for the Special Place Examination.

THE Surrey Education Committee, in co-operation with the five Part III Authorities in the county, has issued an agreed statement on the practice of cramming for the special place examination. It is well known that in certain schools both parents and teachers support the system of special preparation for the examination by means of extra classes or homework. The Committee rightly points out that the ordinary curriculum of the schools gives ample preparation for the examination and that intensive coaching usually defeats its object since the tests are specially designed to defeat it so far as is possible. The Committee therefore deprecates this intensive coaching and it disapproves of special homework set for this purpose. We hope that further efforts will be made by means of suitable intelligence tests, reference to school records and interviews, to give every child an equal chance and to reduce the strain on pupils caused by this intensive competition for secondary school places. At the same time, the Committee is to be further commended for pointing out that managers, teachers and parents should refrain from ranking schools in order of merit according to the number of special places obtained by their pupils.

Rural Studies as a School Subject.

THE expected decline in the population of Great Britain will mean that the proportion of producers of real wealth must increase if this country is to maintain its position in the world. Hence it is particularly interesting to read the report issued by Dauntsey's School, West Lavington, of the experiments carried out by pupils taking rural studies during the period 1935–37. They investigated such questions as the relationship between the cost of feeding stuffs and the selling price of bacon pigs; the most profitable time to sell fat lambs; the results of feeding poultry with different standards of protein rations; the importance of the wild rabbit in agriculture; the production of silage from lawn cuttings; and the effect of food consumption on the increase in the live weight of pigs. Practical work of this kind is only possible says the Head Master, Mr. G. W. Olive, when the syllabus is not dominated by an examination evolved by a university specialist and taught by an uninspired science teacher. We cannot but feel that it is a pity that more rural secondary schools are not doing similar work: it is not only directly educative to the pupils but essentially beneficial to the community.

Corporal Punishment for Defective Children.

THE Liverpool City Council has just approved a recommendation to permit corporal punishment to pupils of a school for senior mentally deficient boys. The recommendation did not pass unchallenged, one councillor observing that the Board of Control had issued instructions that kindness was the essence of treatment for relieving the distress of mental defectives, and punishment was not necessary. The Chairman of the Education Committee spoke of bullying and wanton damage by some of the older boys, and declared that sharp punishment with the cane was the only way of dealing with these extreme cases. We should have imagined that an Education Committee would by now have realized that psychological treatment is the right method for dealing with these unhappy pupils. The recommendation is a retrograde step and it is not surprising that it has had a bad Press.

Technical Education and Industry in South Wales:

SOME years ago, valuable reports were issued by the Welsh Department of the Board of Education on Education and Industry in South Wales. The general tenor of these reports was that it was necessary for leaders, having regard to its present industrially depressed state, to plan a new organization of industry to meet future needs, since it has become abundantly clear that the coal trade will never take back into employment many thousands, now unemployed in the mining valleys. As one result of these reports an Advisory Council for Technical Education in South Wales was set up on the widest basis of representation of employer, expert and employed. This Council has now issued its first definite report and a most valuable and significant report it is. In the first place it recognizes that modern developments and foreign competition are accelerating the introduction of mechanization; the more this happens the fewer will be the number of men employed and the greater will be the responsibility of the executives and the need for high attributes of technique and character amongst the higher-grade technicians. This problem raises points: three points of the most urgent importance. The first is the need for variety of industrial provision so that whole areas may not rely on one or two industries. The

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second is for the steady provision of an adequate fund of general and mobile technical ability. The third need is imposed by increased mechanization—it is the need for training in the use of leisure—both normal and enforced.

The Beginnings of a Solution.

CERTAIN stark facts have to be recognized. South Wales has depended hitherto, in the main, on one or two heavy industries and so the effects of a partial slump have been widespread. This must not continue. There must be more variety of industrial provision. This can only come about when there are technical leaders of great ability, of great vision, of great general capacity, willing and able to co-operate amongst themselves and with an educational system anxious to co-operate with them. Mechanization increases the need for a fund of general technical skill amongst the workers —a general skill which can be transferred from one industry to another with the minimum of delay and dislocation. This can only come about with a wider provision of handicraft and practical science in senior and technical schools (day and evening). It seems inevitable that the rather rigidly academic curricula of secondary schools should undergo modification. It is disquieting to be told that, of 8,796 insured workers under 21 years of age in the iron and steel trades only 216 attend preparatory and part-time classes in metallurgy. Something, too, must be done to sustain the freshness and individuality of "the machine-minder" of the future. Those with the necessary initiative, determination and ambition will rise to the higher rank of executives and technicians, but the others have still to be trained to enjoy wider opportunities—and avoid the greater dangers—which more leisure will bring. Can democracy solve these problems which autocracy claims to be solving?

Cardiganshire

CARDIGANSHIRE has been the cockpit for more than one educational fight. Echoes of the last one, some fifteen years ago, can still be heard and the "Fighting Chests" of three organizations of teachers helps to sustain some "war wounded." Cardiganshire folk can be stubborn and they like to get "a shillingsworth for a shilling." But those very qualities of frugality and stubbornness have helped to make contributions of great worth to the history of Wales. It is doubtful whether any county—at least in Wales—of equal poverty can show an equal record of individual achievement—for the "Cardis" are great individualists. They believe passionately in secondary education, with the result that the proportion of secondary school pupils per 1,000 of the population has reached the high figure of 28·1, but Cardiganshire has only one senior school. There are two reasons for this: in the first place the County can scarcely hope, on the present grant basis, to finance a complete scheme of senior schools; and in the second place Cardiganshire regards these senior schools as rather shoddy substitutes for the secondary schools which have produced "Cardis" who hold responsible positions all over the world. Perhaps the next Report of the Consultative Committee may, assuming grants recognizing relative "capacity to pay," enable Cardiganshire to stick to its "old love"—the secondary school—whilst providing her with a "new frock" in the shape of a multilateral curriculum which can provide for pupils of the "senior school type."

Southern Ireland

WHILE much is being done to improve school buildings, discussions about primary education show that there is a widespread feeling that all is not well. A few days ago new vocational schools were opened by the Minister of Education in Galway, and recently new primary schools were opened in Cork. We see five similar reports in the Press from time to time. On the other hand, the quality of the education given and the method of recruiting teachers was criticized at the "Rural Week" at Ardmore, Co. Waterford. The main objections are that as the school-leaving age is 14, there are 70,000 children between 14 and 16 receiving no education whatsoever, and of these 44,000 are unemployed. Again, owing to the desire of the Government to secure Irish-speaking teachers, the 127th candidate on the examination results list might be called for training while the eleventh might be rejected. Amongst other criticisms, it was held that the present system does not teach pupils to think. If the public were not so apathetic about the matter, it is evident that there is sufficient uneasiness amongst educationists about the results of the Government's education policy that they could force the Government to appoint a Commission to examine the whole question or to establish a Council of Education.

The Moray Badge.

AN interesting system of physical fitness training is now in operation in Morayshire. The scheme is a joint arrangement affecting two schools, Gordonstown College and Elgin Academy, and was suggested originally by Dr. Kust Hahn, the Head Master of the former school. Under the scheme there is set up a system of athletic standards which the normal boy may reasonably be expected to attain. Taking the various ages into account, it includes running and jumping, putting the weight or throwing the javelin or discus, swimming, diving and life-saving. The standards are such that a boy who practises steadily can attain them and so gain what is called the Moray Badge. For higher standards, appropriate to the real athlete, a silver badge is awarded, but the ordinary badge is the corner-stone of the scheme. Before the badge can be won, two additional requirements have to be satisfied. Normal conditions of training must be observed, and, as a test of endurance, a two-day expedition away from school and home must have been planned and carried out to the satisfaction of the judges. As Elgin Academy is a mixed school, girls as well as boys may qualify for the badge. The idea is a good one and might be copied in other districts. It might even be found possible to establish a Scottish Badge on similar lines.

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AT a recent meeting of the Ross-shire Education Committee, Miss K. Macleod, of Invergordon, put forward a suggestion that led to an interesting discussion. She pleaded for what she described as greater humanization and less mechanization in the county education. She suggested that the Education Department should accept responsibility, not only for children up to the age of 15, but for the whole community. She wanted to see the school a community-centre whose benefits would belong to everybody, to have the post-primary curriculum remodelled so as to provide an education that would have a human usefulness. The school should cater for everybody who wanted a better chance, whether their age be 12 or 22 or 52. She wanted specialized teaching for all classes, an allotment of land to cultivate, carpentry for boys and men, housekeeping for girls and wives and spinsters—in fact, a home in the school, a school that should be open all day long. The proposal was remitted for further consideration, but in the ensuing discussion two main points were advanced, first that the real purpose of education was being lost sight of in an attempt to pass the Leaving Certificate Examination, and secondly, that the present system prepared pupils for export as it were, and was leading to the depopulation of the Highlands.

An Interesting Suggestion from Ross-shire.

THE Edinburgh Education Committee, in order to promote the education of children handicapped by ill-health, has acquired the mansion, Middleton House, and over 100 acres of policies. The house is near Ganebridge, in a healthy and attractive neighbourhood. There are extensive parklands providing excellent facilities for outdoor games and camping. Walks have been made through the woods and there is a beautiful enclosed garden with lake, island and boathouse. Amid such healthy and delightful surroundings delicate children should find what they need to stimulate their physical well-being. There is accommodation for eighty children at least, as well as for the necessary staff of matron, teachers, &c. The house provides dining-hall, recreation rooms, common rooms, clinic and staff rooms, but it is proposed to add to the present accommodation. The children to come under this scheme will be selected by the Medical Officer of Health, with the consent of their parents, naturally. The Edinburgh Education Committee shows a progressive spirit in all its activities. It has done more for the nursery school movement than any other authority, it has shown a gratifying interest in the Workers' Educational Association and in continuation class work, and has encouraged its teachers to get rid of much of the lumber that still delays progress in the class-room.

Holiday Home for Edinburgh Children.

THE Shoreditch Housing Association recently sponsored a survey of conditions in the Borough, the results of which have been published under this title. Four hundred children were selected at random by taking all those who entered six senior schools at a chosen date and those who left the same schools at the end of two successive terms. Information sought concerned the child's habits and condition of life, and it was obtained by visiting the home. The results were profoundly disturbing. We read of rat-infested buildings, dark and damp rooms, no proper lavatory accommodation, five children sleeping in one bed, and paper peeling from the ceiling. Something like 75 per cent of the houses are bug-infested, and many are extremely damp, causing a high incidence of rheumatism. Overcrowding exists to the extent of 38 per cent, so that boys and girls spend their leisure hours away from home, often walking the streets at a loose end and an easy prey to undesirable habits. Children have nowhere indoors to play, and two-thirds of the school-children normally play in the streets. The borough, one square mile in area, contains only nine acres of open spaces, and nearly half this area is churchyards. Such reports as these are apt to arrest public attention for a short time and then sink into oblivion. Nothing much is done. We trust it will be otherwise in this instance.

Growing Up in Shoreditch.

THE Report* of the Committee appointed by the Board of Education to inquire into and report upon the medical, educational and social aspects of the problems attending children suffering from defects of hearing not amounting to total deafness has now been published. It is authoritative, comprehensive and a valuable contribution to a pressing problem. The earlier chapters deal with the causation, prevention and treatment of defective hearing, and with methods of testing hearing. A scheme of classification into "grades" will attract the attention of administrators, and problems relating to preparation for employment, placement and after-care are discussed. Other chapters are concerned with the training and qualifications of teachers, hearing aids for children and the incidence of defective hearing in children. Detailed recommendations are made regarding the classification of various types of children into the grades referred to above; co-operation among school medical officers, aural surgeons, and hospitals is urged in preventing otitis media; and scientific methods of measuring hearing are described. Some children require electrical amplifiers; for others, auricles are recommended. The best preparation for employment is judged to be a good general education till the age of 16 with emphasis on craft and manual training. A main difficulty is the finding of the first job, but here teachers, parents and employment exchanges can co-operate.

Children with Defective Hearing.

A MUCH-NEEDED corrective to certain modern tendencies is made by Mr. Frank Roscoe, who, in the columns of the *Schoolmaster*, comments on the proposal to make a film of James Hilton's school story, *Good-bye, Mr. Chips*. "A thousand cinemas may be presenting a picture of a superannuated pedagogue, complete with teapot and muffins, dwelling in senile recollection on the memories of his career as an assistant

The Sentimental Usher.

* H.M. Stationery Office, price 2s. 8½d. post free.

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master in a public school of the orthodox type." Apart from the consideration that there are few successful examples of the transfer of a book to the picture house, Mr. Roscoe thinks that "Mr. Chips" should never have been created at all. "He is better dead, and I would leave him to lie peacefully within sound of the school bell instead of exhuming him for exhibition as a possible source of profit to our already gorged traffickers in filmy sentiment." After an association of half a century with school routine, Mr. Chips had ceased to be an individual. And the three pictures revealing aspects of Mr. Chips engaged in teaching go far to justify Mr. Roscoe's view that he was an incompetent teacher and at best an amiable ass. "Mr. Chips had no outside interests and foolish people have commended him. . . . I hope that all teachers will bid a hearty good-bye to him and to the narrowing absorption which he represents."

Foreign Students.

A USEFUL institution forced to find new accommodation in consequence of the building operations of London University, is Student Movement House, in Russell Square, containing the International Club for Students. Prof. Trevelyan has appealed for funds to provide new quarters for the movement and club. Paris has dealt more seriously and generously than London with its foreign student problems. The *Cité Universitaire*, with its many halls of residence and social facilities, worthily maintains the tradition of medieval Paris. London's efforts are sporadic. The Student Christian Movement, founded in 1917, has a religious basis. Another agency, the National Union of Students, is active in providing hospitality for foreign students. The new Students' Union of London University, generously endowed by Lord Nuffield, the building of which will be started immediately on the Bloomsbury site, should serve as a centre for social intercourse and physical recreation for the many foreign students who are members of that University.

Commerce Degree Bureau.

THE University of London has issued the sixteenth report of its Commerce Degree Bureau, whose task is to help external students preparing for degrees in commerce. Prof. Sargent, the Chief Educational Adviser since the establishment of the Bureau, retired at the end of last session. During the session, 170 students were on the Register, 82 for Intermediate and 88 for Final; and good results in the examinations are recorded. The lending library contains more than 3,000 books. Associated with the work of the Bureau is the University Appointments Board, through whose agency 537 graduates obtained posts in the year. Of these appointments, 213 (98 men and 115 women) were in teaching posts. Women graduates are entering a wide range of employment. The most important groups are educational and secretarial and clerical, other large groups being commerce, librarianship, and social work. In addition to the University Appointments Board, several of the larger colleges in London have employment agencies.

Boys' Clubs.

PREVENTION is better than cure. One of the best means of preventing boys from turning into young criminals is the provision of boys' clubs. The annual report of the National Association of Boys' Clubs states that 1,545 clubs are affiliated, an increase of 198 on 1936–7. This increase is ascribed to various causes, including Royal patronage—the Duke of Gloucester is President of the Association—and the help of the Physical Fitness Council. Experience in the conduct of boys' clubs may have some application to schools. English boys must not be dragooned. Leadership is therefore a subtle art, demanding great "tact." Another point, insisted upon by Mr. Arthur Llewellyn in a pamphlet on the building of boys' clubs, is that over-elaborate equipment is unnecessary. So much as possible should be left to the boys' own initiative. Children like to play in their own way and are even capable of deceiving their parents on the subject, as Kipling showed in one of his short stories.

Paton's Lists of Schools and Tutors.—(Forty-first Annual Edition, 1938–9, 5s. Paton.) This "Aid to Parents in the Selection of Schools," with its useful Map-Supplement is more valuable than ever. The twenty-three Classified Lists comprise everything an inquirer can need, from "Pre-Preparatory Schools" up to the most advanced institutions. There is a rearranged list of Public Schools represented on the Headmasters' Conference, with fees for, and approximate numbers of, boarders and dayboys. The well-printed pages and charming illustrations are a credit to the producers and Paton's List continues to be, not only indispensable, but a pleasure to handle.

* * *

Tyndale's Translation of the New Testament.—In commemoration of the quadricentenary of the English Bible the Cambridge University Press will publish shortly, on behalf of the Royal Society of Literature, a finely printed and accurate edition of Tyndale's translation of *The New Testament*, from the text of 1534. The translator's marginal notes and prefaces, which were not in the earlier text printed in 1525, have been retained and the two texts have been collated and the variants noted at the bottom of every page.

* * *

Biblical Lectures.—In this year, the Four Hundredth Anniversary of the placing of the English Bible in parish churches, it is peculiarly appropriate to direct attention to those efforts to promote biblical study on modern lines, under university extension auspices which have been made by the Association for Adult Religious Education for the past fourteen years at University College, Gower Street, London, and elsewhere. When the Association began its work, its own classes were the only university extension classes on the Bible held in the country, but the association's intensive propaganda work has resulted in the holding last session of 149 such classes in different parts of England and Wales. This session two twenty-four lecture courses will be given under the auspices of the Association and the University of London, at University College, Gower Street, W.C. 1:—The Old Testament, by Dr. Ryder Smith, Principal of Richmond College, Surrey, on Tuesdays, at 6.30 p.m., as from September 27 and the New Testament (Gospels), by Miss M. S. West, University Extension Lecturer, London and Oxford, on Mondays, at the same time, as from September 26. Tickets and further information can be obtained from Miss Mary Flach, 27 Coverdale Road, Barking, Essex.

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THE ENGLISH LITERATURE SYLLABUS FOR THE SCHOOL CERTIFICATE—A Cambridge Experiment

By A. M. WALMSLEY, M.A., Town and County School, Northampton

ENGLISH literature is admittedly one of the most difficult subjects to examine satisfactorily, particularly at the School Certificate stage. The subject itself is so wide, and what appeals to one candidate has no interest for others. A syllabus based on set books is of necessity an arbitrary selection. In theory, at any rate, a course in general literature is to be preferred: such a course would give the individual teacher the freedom that seems so desirable in a subject like this. The Cambridge Local Examinations Syndicate has in the past offered every facility to candidates wishing to take a general literature paper; but, in spite of every temptation, fewer than 1 per cent. of the candidates have usually chosen the paper in preference to the set books. One can only wonder at the persistence and patience of the examiners who continue to set and to mark general literature papers in the face of such discouragement.

Under the existing regulations of the Cambridge Board, candidates have the option of taking either a 3-hour paper on set books, or a paper of 2½ hours on general literature. In the latter paper, candidates are required to attempt eight questions out of seventeen. For the examination on set books, three papers (each of 1½ hours) are set, and candidates may offer any two of the following:

(*b*) a choice of two Shakespeare plays,

(*c*) a choice of any two (or, for 1939, any three) of six prose and verse books.

(*d*) a more restricted and defined paper in general literature, in which only five questions out of twelve are to be attempted.

For the 1940 School Certificate Examination, in place of the existing scheme (which has involved the setting of five separate Literature papers), two alternative papers only will be set, each of 2½ hours. For one alternative, candidates will be required to answer questions from three (or four if they prefer) of the following seven sections:

(*a*) Shakespeare, *As You Like It.*

(*b*) Sheridan, *The Rivals* (ed. Herring: Macmillan).

(*c*) *Golden Treasury of Longer Poems*, pp. 158—end (Dent, Everyman).

(*d*) George Eliot, *Silas Marner.*

(*e*) H. G. Wells, *Mr. Polly.*

(*f*) *English Diaries*, to p. 237 (ed. Elizabeth D'Oyley: Arnold).

(*g*) *Readings from the Scientists* (ed. Mason: Macmillan).

Candidates must offer at least one of (*a*), (*b*), (*c*) and may not offer both (*d*) and (*e*).

Such a syllabus is obviously a revised form of the existing set book syllabus. Perhaps the most significant change is that it abandons any attempt to secure the balance of verse, prose and drama so desirable in any English literature course. Thus it will be possible to offer set books without any verse, or any drama, or any prose (excluding the plays).

Freedom of choice is a good thing, but there is much to be said for the balanced freedom of the Oxford syllabus in set books, which requires candidates to offer (*a*) one of three plays, (*b*) one of three books of verse, and (*c*) one of three books of prose. It is easy enough to offer an interesting syllabus allowing plenty of choice: the real difficulty is to find seven books of approximately the same length and making approximately the same demands on the candidates' time and attention; and an even greater difficulty is to set seven papers of the same standard and to draw up seven marking schemes that will ensure a fair deal to all candidates. Those who clamour for a wide and complete freedom of choice among set books should remember that such freedom is very illusory. In practice it is the teacher who chooses. How can a form of thirty have any individual choice, since all must do the same three books? Even if a majority vote decides, the minority must suffer. Of the seven alternatives offered for 1940, probably (*c*) *Golden Treasury of Longer Poems*, pp. 158—end will be found heavy going except for those with a marked liking for verse. My own choice would certainly include Miss D'Oyley's *English Diaries.*

According to the specimen paper, on each of the seven sections four questions will be set, including one context question, but it is to be noted that this will not be compulsory. Candidates will be required to attempt seven questions from at least three but not more than four of the seven sections. Their choice must include at least one of the sections (*a*), (*b*), (*c*), and only one of sections (*d*) and (*e*). Thus candidates can easily cover the syllabus by preparing three of the seven sections, in which they will have a choice of seven out of twelve questions. Under the existing syllabus they are required to attempt ten questions in 3 hours. To require seven questions in 2½ hours appears to be a distinct lightening of the examination strain. And further, Alternative One requires work that may reasonably be got through in a one-year course.

For the second alternative—a revised general literature syllabus—candidates will be required to answer questions on three of the following four groups, A, B, C, D:

A. PLAYS. (Candidates will be expected to have read three of the four plays given)
Shakespeare, *As You Like It.*
Shakespeare, *Macbeth.*
Sheridan, *The Rivals* (ed. Herring: Macmillan).
G. B. Shaw, *St. Joan* (omitting the Preface).

B. *Golden Treasury of Longer Poems* (Dent: Everyman); the whole book to be read.

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C. FICTION. (Candidates will be expected to have read three of the five books given.)

George Eliot, *Silas Marner.*
Dickens, *A Tale of Two Cities.*
Hardy, *Under the Greenwood Tree.*
H. G. Wells, *Mr. Polly.*
Conrad, *The Nigger of the Narcissus.*

D. Candidates should read all three of the following:

A Shorter Boswell, ed. Bailey (Nelson).
New and Old Essays, 1820–1935 (ed. Jepson: Longmans).
English Diaries, to p. 237 (ed. Elizabeth D'Oyley, Arnold).

It will be interesting to see whether this revised general literature syllabus tempts more than 1 per cent of the candidates to offer this alternative. The books are interesting enough—if only time allowed. But under the time-tables that operate in most schools, there is enough work here for two or three years. For this paper candidates will be required to attempt seven questions, choosing at least two questions from each of three of the Sections A, B, C, D. This means either one question from a fourth section or three questions from one of the three sections offered. According to the specimen paper we may expect in sections A, C, D, a choice of one of two questions on each of the plays, novels and prose books set, and in sections A and C one general essay question enabling candidates to show their knowledge of the three books they have read in that section. For section B (a book of verse, for which no choice of alternatives is given) three questions are set, each offering alternatives.

In comparison with the existing syllabus in general literature, this revised syllabus is more clearly defined and to that extent more workable in schools, but none the less it is much heavier than the first alternative syllabus. It involves the preparation of nine set books instead of three, and should demand at least double the time required for the preparation of the set book syllabus. The specimen papers on two similar syllabuses published by the Cambridge syndicate do not suggest that the questions in general literature are to be easier or less exacting than those on the set books. It is true that no context questions appear in the general literature paper, but these are not compulsory in the paper on set books.

It will be noticed that six of the seven books set for the first alternative for 1940 appear also in the general literature syllabus. Unfortunately, in the specimen papers sent out, none of the seven set books of this alternative appear in the general literature syllabus, and therefore there is no opportunity of making comparisons between the questions that may be expected on the alternative syllabuses.

In many ways this revised general literature syllabus is more attractive than the existing one, but section B (the whole of *Golden Treasury of Longer Poems*) is rather stiff work for an average School Certificate class to undertake. It is a book of 372 pages, containing fifty-five longer poems ranging in time from Chaucer's *Knightes Tale* (in Arthur Burrell's slightly modernized version) to Bridges' Elegy, *The Summer-house on the Mound.* It includes a number of poems that cannot be called easy reading for School Certificate candidates, such as the long *Knightes Tale* (fifty-three pages), Spencer's *Prothalamion*, Milton's *On the Morning of Christ's Nativity*, the second epistle of Pope's *Essay on Man*, Johnson's *London*, Smart's *A Song to David*, Wordsworth's *Lines on Tintern Abbey*, Coleridge's *Christabel*, Byron's *The Siege of Corinth* (thirty pages), Shelley's *Adonais* and *The Sensitive Plant*, Browning's *Abt Vogler* and *A Death in the Desert*—these and some of the others are not poems that can be satisfactorily disposed of by a casual reading.

The second alternative is indeed a fine challenge that will appeal to the adventurous and to the keen English student; but since, in choosing his syllabus, the teacher usually has to keep in mind the weaker members of his form, I cannot imagine that many English teachers dare risk taking this alternative, attractive though it be to themselves.

It is true that a teacher may (apparently with safety) lighten the burden if he disobeys the instructions (repeated thrice) saying that candidates will be expected to have read *three* books in each of sections A, C, D. If the specimen paper is to be taken as a guide, a candidate can cover the syllabus by preparing the three books of section D, and only two of the books set in each of the sections A and C. It should not be overlooked that the new general literature syllabus requires only seven questions to be answered in 2½ hours, while the existing syllabus asks for eight questions in the same time. As an experiment this new syllabus deserves a welcome.

MESSRS. CONSTABLE & CO., LTD., announce in their Autumn List the publication of *Public School Slang*, by Morris Marples, himself a public school boy, master and now head master.

* * *

Among the books of particular interest announced in the Autumn List of the STUDENT CHRISTIAN MOVEMENT PRESS, LTD., are *The Gospel Sources*, by Dorothy F. Wilson, which is based on Canon Streeter's *The Four Gospels*, and *Biology and Christian Belief*, by Dr. W. Osborne Greenwood.

* * *

According to the Autumn List issued by THE HOGARTH PRESS, two additions are being made to the Day-to-Day Pamphlets, namely, *Books and the People*, by Margaret Cole and *The Political and Social Doctrine of Socialism*, by R. Palme Dutt. Dr. R. Money-Kyrle has written *Superstition and Society*, for the series of Psycho-Analytical Epitomes.

* * *

Science is well represented in the list of books to be published this autumn by MESSRS. G. BELL & SONS, LTD. Prof. M. Minnaert has written a general knowledge book entitled *Light and Colour in the Open Air.* Prof. C. Matschoss has produced *Great Engineers*, while Dr. W. B. Wright, of the Geological Survey, discusses the bearing of recent archaeological work upon the Ice Ages in a work entitled *Tools and the Man.*

* * *

This autumn the firm of MESSRS. J. M. DENT & SONS, LTD., celebrates its jubilee, and a volume entitled *The House of Dent*, 1888–1938, being the memoirs of the founder, with four new chapters covering recent activities by his son, Hugh R. Dent, is to be published. Among other volumes announced in the firm's Autumn List are *Problems of the Danubian Basin*, by Sir Robert Gower and a volume on Verdi, by Dyneley Hussey, in the Master Musicians Series.

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SMITH

"THE trouble with me is that I am hopelessly inefficient." Smith's eyes twinkled as he made this voluntary confession of failure. His head should have been bowed between his clenched hands, or flung back in an attitude half-frightened, half-defiant. Instead, he sat there comfortably in the very pleasant little room he calls his study, and cheerily raised his glass in response to my murmured "Good luck!"

I often drop in for a chat with Smith. Most of us do sooner or later—sooner, if there is trouble in the air. We are a largish staff, but have the good fortune to live in a country town not too big to be sociable. No one does a lot of entertaining. The head, of course, has the regulation bridge evenings and tennis parties in their respective seasons; but apart from these fixtures our intercourse is mainly informal; particularly *chez* Smith. There is an air of welcome about the house; it takes in the unexpected caller without embarrassment or fuss; there is nothing forbidding about its polished cleanliness; no emergency can strain its hospitality. Mrs. Smith has a seeing eye and an understanding heart. Her judgement and sympathy are valued as highly in the domestic crises of our little community as are Smith's insight and sage counsel in professional matters. (At least three of our present staff would no longer be with us but for the sure touch of his timely mediation.) Mrs. S. also has a way with salads and savouries which causes those who have sat at her table to rise up and call her blessed. Their old-fashioned garden, with its high hedges, gay borders and well-kept turf, is a haven of peace after a hot and tiring day.

Lazily absorbing the comfort of this well-ordered paradise, I smiled tolerantly at the mention of inefficiency, wondering how it could apply to one who seemed to have acquired an easy mastery of the art of living. But for the moment Smith was serious. "You may smile," he went on, "but you really know very little about me professionally. You have never even heard me give a lesson." "Of course not," I said. "How should I? But one soon forms an impression. Besides, if a man is—well, inefficient, it soon gets round the common room." "Does it? You must often have heard it about me then." "Not a whisper," I answered, adopting his tone of mock gravity. He nodded. "It only proves my point about how little we know of each other's work. I don't mean, of course, that the boys rag me. (About as likely as ragging Santa Claus, I thought.) Perhaps it would be better if they did, however ill it would befit my grey hairs. If I left school a nervous wreck at the end of every day, I might be driven to find a solution to my problem. But I do not, and the problem remains unsolved." Again the merry twinkle belied the seriousness of his words, and I demanded further explanation.

"Well," he went on, "I have been at this job over thirty years; yet even now, when I enter a class-room, boys do not automatically sit 'at attention,' as I understand they should. Some of them actually go on talking. I do not, as I stand in the doorway, fix the ringleader of the form with the 'eye of command,' instantly hypnotizing him into dumb passivity. Worse still, he is often found to be a friend of mine, with whom, after office hours, I consort in undignified pursuits. Again, I waste much time, I am told, in discussing with a class, often in a roundabout and inconclusive manner, matters which, though relevant and even important in my opinion, are quite outside the syllabus. Sometimes I deliberately allow myself to be led on by a form in such discussions, exercising no restraint apart from maintaining the right of each speaker to a fair hearing, and putting awkward questions to the more opinionated. As a result, I find at the end of the term that the allotted task is not finished."

I had heard of these "discussions," though not in the common room. Smith has many outside interests, and, among other things, is an active member of the Old Boys' Society, and greatly in demand at its functions. "I never learned much history from Mr. Smith," one of them once confided to me, "but he taught me a devil of a lot of other things." The variety of vital (though extra-curricular) topics dealt with in the "roundabout and inconclusive manner," the "awkward questions" blocking the broad road of false opinion, and compelling a fresh search for truth, the subtle humour mocking down the castles of prejudice—these things live and grow and bear fruit in the memory and make-up of hundreds of old boys, who have long since rejected the useless academic lumber with which their young minds were once burdened by more orthodox preceptors. And it was the reminder of these things even more than the wide nose and prominent blue eyes in front of me which conjured up the vivid image of the son of Sophroniscus. I was on the point of replying, like Theodorus in the dialogue,*

Ἐμοὶ μὲν τὰ τοιαῦτα, ὦ Σώκρατες, οὐκ ἀηδέστερα ἀκούειν.

But recovering my wits in time, I came out with some obvious platitude about the value of training the judgement, sense of proportion, or what not. "Nonsense, my boy," he retorted. "What shall it profit a lad if he gain a sense of proportion, and lose his School Certificate? Because that is what it all leads to. My teaching, you see, is lacking in drive, or snap, or grip, or pep, or zip, or some other monosyllabic quality which you must have to become an efficient floor-manager in a five-and-ten-cent store, or a successful schoolmaster. Without it you cannot get *results*. And I *don't* get 'em. My candidates, with a few brilliant exceptions, fail miserably and monotonously, and fall below even that modest estimate of their ability which, with annually reviving optimism, I furnish for the guidance of authority on the prescribed form." "Every one gets a bad run some time," I suggested. "Yes, but this is

* To me, Socrates, such digressions are by no means distasteful. Plato, *Theaet* 177c.

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a regular thing, old man ; it happens every time. You don't understand how serious it is. I am in bad odour with the new head. If I were a younger man, I should be fired ; but at my age dismissal would seem to be so long overdue as to argue negligence in high quarters, so I have been given a gentle hint to anticipate my retirement by a few years." " You don't seem to be over-worried at the prospect," I observed. " No," said Smith. " I think it would be rather fun not to take the hint." M.

CORRESPONDENCE

" LETTERS TO A YOUNG HEAD MASTER "

My old schoolmaster used to have brainstorms of abusive language. He would rave up and down the dusty schoolroom relieving his mind. " Tripe hounds " and " miserable wabblers " were among his gems of speech. The breed I perceive is not extinct, and Mr. W. Jenkyn Thomas is an admirable survival. No longer able to vent himself in Hackney Downs School, he finds a stamping ground now in *The Journal of Education*. " Utter balderdash "—it is always " utter " with this sort of scold, is what he " ventures " to call my statement that the future citizen in the schools has to go out into the world, and needs a picture of it. Apparently he has never observed that his pupils do go out into the world. Where, I wonder, did he imagine they went ? And if he did not give them a picture of the world, what on earth did he give them ? Ultimately I hope some young head master will deal adequately with the letters Mr. Jenkyn Thomas has discharged at him. But meanwhile it would be amusing if he would answer my two questions.

H. G. WELLS.

Great men should not let their imagination run riot about those who disagree with their pontifical utterances —it sets such a bad example to the smaller fry. Mr. H. G. Wells has done this in connection with my humble self. He says that I am an " admirable (I thank him for that word) survival " of the old breed of schoolmasters who raved up and down their schools, having brainstorms and using abusive language. I absolutely deny the soft (in the Lancashire sense) indictment, and all who know me will endorse my denial.

As for the questions which Mr. Wells asks, they are merely rhetorical, and there is no point in answering questions which are asked not for the purpose of seeking information but to produce an effect.

I am entirely unrepentant about the comment I made on that portion of Mr. Wells's speech (it was not a paper as I incorrectly stated) at the British Association which dealt with the " primary basis of teaching," especially as he added (according to the Press), " We are putting it to you, are you making the world or are you pickling a world already made ? " A very odd question, to say the least.

W. JENKYN THOMAS.

Reviews

The Day Before Yesterday

The History of the English Novel : The Day before Yesterday

By Dr. E. A. BAKER. (16s. net. Witherby.)

Dr. Baker's remarkable undertaking to write an exhaustive history of the English novel was begun fourteen years ago, and having regard to the extent of the work and the author's otherwise busy life, it is small wonder that he is only now beginning to see the end of his labours. In this latest instalment the work reaches its ninth and penultimate volume. The first five volumes brought the story from " the beginnings " to the end of the eighteenth century, the sixth dealt with Maria Edgeworth, Jane Austen and Sir Walter Scott ; the seventh with the age of Dickens and Thackeray ; and the eighth, published last year and reviewed in our columns, carried the story on from the Brontës to George Meredith. This new volume, with its expressive sub-title, " The Day Before Yesterday," takes us from Thomas Hardy, through George Gissing, George Moore and Henry James, to Stevenson and the Stevensonians. The tenth and final volume is intended to deal with Conrad, the Scottish group of novelists from George Macdonald to Sir James Barrie, then with Samuel Butler, Arnold Bennett, John Galsworthy, Rudyard Kipling, and their contemporaries, and lastly with Katherine Mansfield and D. H. Lawrence. Thus will be brought to completion a great enterprise, indispensable to the serious student of English literature, and most useful also as a work of reference for the general reader.

The general reader in such a case—and to him Dr Baker, as in his former works, makes definite appeal—may be said to belong broadly to one of two types. He is of the younger or of the older generation. If of the latter, he remembers very well " The day before yesterday." To drop the metaphor, he remembers the 1880's and the 1890's, and, if he then lived up to his opportunities, he remembers the first appearance of the best novels of Hardy, Gissing and George Moore. It may, perhaps, be claimed that only such a reader can get the full flavour of the excellent dishes which Dr. Baker provides. To recall the impressions produced by certain books when they appeared forty or fifty years ago, impressions which may or may not have been modified with the passing years, and then to revise one's judgments with the help of Dr. Baker's encyclopaedic knowledge and critical insight, are experiences well worth having. And, of course, a leisurely survey at the present time enables him to reveal points of interest which could not so easily be seen in mid-Victorian times. A good example occurs in what Dr. Baker has to say about the respective attitudes of Meredith and Hardy toward the teaching of Darwin and his disciples. " Holding that science has only a limited range, that reason and logic cannot explain all the facts, Meredith, warmly as he welcomed the advance of science, never let himself become obsessed, like Hardy, with the idea of the inexorable working of natural laws : he would have repudiated the notion that mind and conduct were equally at the mercy of such a system of

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causation." We may add that not only his longer studies of the great figures in the history of the novel, but also the shorter characterizations of those of the second rank, are full of interest. Such names as Olive Schreiner, Blackmore, Besant, Black, Hall Caine, Conan Doyle, Philpotts and Mrs. Humphrey Ward, give an indication of the wide range of the author's treatment and of the value of the book as a work of reference. We congratulate him on the near completion of a work which has obviously been less a task than a labour of love.

Enquire Within: Scientific Version

Van Nostrand's Scientific Encyclopaedia

(50s. net. Chapman & Hall.)

Any one whose business or pleasure is concerned with science would find it difficult to discover a better investment for fifty shillings than *Van Nostrand's Scientific Encyclopaedia*—a sumptuous volume as pleasant to look upon and to handle as it is completely satisfying to use.

It is not idle to inquire what qualities are desirable in a general scientific encyclopaedia consisting of one moderately-sized book. First and foremost, whatever information it contains should be accurate; we have therefore subjected Van Nostrand's to a searching test and have failed to discover any noteworthy errors—even misprints are as hard to unearth as the proverbial needle in the haystack. Secondly, the matter should be concise, up to date, and full enough to convey essentials while not overloaded with a superfluity of details. Here again we cannot but admire the sound judgment shown by the contributors and editors in the present volume. To take an example—the article on catalysis occupies less than a single column, but gives a lucid account of all the basic facts of the phenomenon, together with a list of the principal industrial catalytic processes; it includes, moreover, no fewer than twenty-eight cross-references to other cognate articles in the encyclopaedia. These cross-references are neatly indicated by printing the significant words in bold type, a happy device which directs attention to their existence without distracting the reader.

A third desirable feature of a scientific encyclopaedia is the provision of diagrams, which often convey far more information than columns of letterpress. Once more Van Nostrand's emerges with flying colours, for it is illustrated not only lavishly, but relevantly and intelligently.

Next comes a point to which insufficient consideration is frequently given by compilers of an encyclopaedia, namely, the likely requirements of those who consult it. A specialist in a given branch of science will probably turn to a scientific encyclopaedia for one of two purposes: either to get exact or numerical data on some point in his own province, or to acquire general information on a particular subject in some other department of science. The non-specialist reader, on the other hand, will most often use the book in order to become acquainted with the broad outlines of wider themes than those which concern the specialist; and hence the articles should be selected, written and arranged with all three of these requirements in view. There should be reasonably comprehensive articles on each of the principal sciences; there should be shorter but more detailed articles on the chief sections, subjects and theories of these main branches; and there should be numerous articles, with specific data, on individual items. Reference will quickly show the completeness with which Van Nostrand's encyclopaedia satisfies this criterion. Thus a general article on botany is supplemented by shorter and more technical articles on palaeobotany, ecology, monocotyledons, and the like, and by innumerable paragraphs on botanical details; other sciences are treated in the same kind of way, and with equal thoroughness.

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(Eagle Books, Nos. 13–16.) (2d. each. Edinburgh House Press.)

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ENTRANCE SCHOLARSHIPS are awarded in March and June. Candidates must have taken previously the March or June Common Entrance Examination. A further Examination will be held at the College on March 31 and June 30. For further particulars apply the RECTOR, Beaumont College, Old Windsor, Berks.

BISHOP'S STORTFORD COLLEGE

Head Master: H. L. PRICE, M.A. (Oxon.)

ENTRANCE SCHOLARSHIPS to the value of £100, £75, £60, £45, and THREE EXHIBITIONS to the value of £30 will be awarded each year. Candidates will have the opportunity of offering such subjects as Music and Art if they wish to in addition to the ordinary subjects. Candidates must be under 14 on May 1. Full particulars may be obtained from the HEAD MASTER.

BRIGHTON COLLEGE

AN Examination is held each June to elect TEN Scholarships varying in value from £75 to £30 a year.

A number of Gill Memorial Scholarships and Exhibitions are offered each June to sons of Officers or Ex-Officers in H.M. Army, varying in value from £75 to £30.

Full particulars on application to the HEAD MASTER

BERKHAMSTED SCHOOL

ENTRANCE SCHOLARSHIPS

AN Examination will be held in June, 1939, for three Entrance Scholarships of the annual value of £60, and four or more Exhibitions of less amount.

Candidates must be under the age of 14 on June 1 immediately before the examination. The age of candidates will be taken into consideration in the examination.

Entries should be received by May 24. The School fees for Boarders are £120 per annum; 10 per cent reduction for sons of clergy.

Further information about Scholarships, copies of the School Prospectus, Forms of Entry, &c., can be obtained from the BURSAR, to whom inquiries regarding board and lodgings should also be addressed.

BOOTHAM SCHOOL, YORK

EXAMINATION in March for Scholarships of value from £50 to £100. Entries by February 20. Valuable Leaving Scholarships. Preparation for School and Higher Certificates, 1st M.B., Inter B.Sc. and University Scholarships.

CANFORD SCHOOL, WIMBORNE

AN Examination will be held during the first week each July for the awarding of One Scholarship value £100, and Six Scholarships value from £60 to £30, open to boys under 14 on June 1 previous. Boys under 14½ on the same date may compete for two of the Scholarships, but a higher standard of work will be expected. For particulars apply to the HEAD MASTER.

DEAN CLOSE SCHOOL, CHELTENHAM

AN Examination for Six Scholarships, varying from £80 to £25 per annum, will be held in June, 1938. Age limit 14½ years. Special Exhibitions each term for sons of Clergy and members of H.M. Services.—Apply P. BOLTON, M.A., Head Master.

DULWICH COLLEGE

SIX School Scholarships are open for competition in May. Candidates must be between 12 and 14 years of age on May 1. The Scholarships are of the value of £45 per annum each, and are tenable for school life; there are three vacancies this year for boarders and if candidates for boarding scholarships reach the competitive level for the award of school scholarships, a further £45 per year will be remitted each scholar.

Full particulars and entrance forms may be obtained on application to the SCHOOL SECRETARY, Dulwich College, S.E. 21.

ENGINEERING SCHOLARSHIPS

FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE.—Examinations for SCHOLARSHIPS tenable in College and Manufacturing Works are held annually in APRIL. For particulars apply to CHIEF CLERK, 66 Southampton Row, W.C. 1.

GIGGLESWICK SCHOOL

SIX Scholarships, maximum value £70, will be offered in June. Full details from the HEAD MASTER, Giggleswick School, Settle, Yorks.

HAILEYBURY COLLEGE

EIGHT Scholarships from £100 to £30 per annum, and one Tancred Scholarship of £70 per annum. Six or more Exhibitions, £15 or £10, open only to sons of clergymen of the Church of England, tenable for five years. Age limit under 14 on December 31, 1938. Examination at Haileybury on November 2, 3, 4. School fees, £150; sons of clergymen of the Church of England, £109. Particulars from the BURSAR, Haileybury College, Hertford.

KING'S SCHOOL, CANTERBURY

THREE Entrance Scholarships, value £40–£60, will be offered in March.

ABOUT ten King's Scholarships and Entrance Scholarships, value £20–£70 per annum and

ONE Milner Memorial Scholarship, value £100 per annum for five years, will be offered in June. The Milner Scholarship is open to sons of Colonial Civil Servants and others.

For full particulars apply to the HEAD MASTER.

KING WILLIAM'S COLLEGE

ISLE OF MAN

SCHOLARSHIP Examination in May. Closing day for entries, May 1. The examination may take place at candidate's School. Ten Scholarships will be offered in 1939, in value from £100 to £50 a year. Also several minor scholarships not exceeding £40 a year available. For particulars apply to the PRINCIPAL, King William's College, Isle of Man.

LANCING COLLEGE SCHOLARSHIPS

ENTRANCE Scholarships will be offered for competition in May. Candidates must be over 12 years of age and under 14 on June 1.

(*a*) Six SCHOLARSHIPS (at least), Classical and Modern, varying from £100 to £50 per annum, according to merit and needs.

(*b*) Two CHORAL EXHIBITIONS of £30 per annum, open to all boys who can sing and read music.

Candidates will be examined in London, unless further notice is given to the contrary.

For information apply to the HEAD MASTER, Lancing College, Shoreham, Sussex.

LEYS SCHOOL, CAMBRIDGE

THE Preliminary Examination for the award of Junior Scholarships and Exhibitions is held annually toward the end of May, and the Final Examination early in June. Candidates must be under 14 on January 1 of the year in which they take the Examination.

Four Open Foundation Scholarships of £100 a year, and six other Scholarships and Exhibitions of between £25 and £75 a year are awarded annually if suitable candidates of sufficient merit present themselves.

Full particulars may be obtained from the BURSAR.

MALVERN GIRLS' COLLEGE

TWO Major Scholarships will be awarded on the results of an examination held in March each year, of the value of £60–£100 each according to the standard attained by the candidates. Further minor Scholarships and Exhibitions will be awarded, of the nominal value of £10 each. These secondary Scholarships may be augmented to values varying with the financial needs of the parents. All candidates must be under 15 years of age on September 1, following the examination. A limited number of these Scholarships will be awarded to candidates offering Instrumental Music (no age limit).

For further particulars apply to the HEAD MISTRESS, Miss I. M. BROOKS, M.A. (Cantab).

See also page 658

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TRANSLATIONS AND INQUIRIES
One of these COUPONS must be enclosed with each Competition, or Editorial Inquiry, sent in.
OCTOBER 1, 1938. VOL. 70. No. 831

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New Members receive in return for the Entrance fee: **The Principles of the I.P.A., What is Phonetics?** by H. E. Palmer, and **La Phonétique appliquée à l'Enseignement de la Lecture**, by P. Passy.—List of other publications and prices and back numbers of Le Maître Phonétique (from 1889) on application.

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CLIFTON COLLEGE

Entrance Scholarships, 1939

The following Scholarships and Exhibitions will be awarded in 1939:

(1) About ten Scholarships of the value of £100, £80, £60 and £40 a year.

(2) Exhibitions of £25 a year.

(3) One Scholarship for Music of the value of £70 a year, with free tuition in Music.

(4) One Arthur Percival Scholarship of the value of £50 a year. Preference for the sons of British Naval or Military Officers.

(5) One Old Cliftonian Scholarship of the value of £35 a year for the son of an Old Cliftonian.

(6) One Robert Hardwicke Percival Scholarship of the value of £33 a year. Preference for day-boys.

(7) One Charles Frederick Balfour Scholarship of the value of £25 a year for the son of an Indian Civilian.

(8) One Preparatory School Scholarship of the value of £25 a year for a member of the Preparatory School between the ages of 13 and 14, or a boy under 14 in the Upper School who was formerly a member of the Preparatory School.

N.B.—Day-boys (except in the case of [6] The Robert Hardwicke Percival Scholarship) will receive two-fifths of the value of Scholarships and Exhibitions to which they are elected, with a minimum of £25 a year.

Candidates must be under 14 on June 1, 1939. Boys who are already in the School may compete. The examination will be in two parts. Candidates will take the "A" papers at their Preparatory Schools on **Monday, May 22, and Tuesday, May 23,** and selected candidates will take the "B" papers at Clifton on **Tuesday, Wednesday and Thursday, June 6, 7 and 8.**

Particulars from the SECRETARY and BURSAR.

SCHOLARSHIPS—*continued*

MALVERN COLLEGE

ENTRANCE Scholarship Examination will be held early in March 1939 (in London and at Malvern). About five Scholarships of £100 and not less than three of £50.

For particulars of these and certain Memorial Exhibitions apply to the HEAD MASTER or BURSAR, The College, Malvern.

Successful candidates will join the School in September.

OUNDLE SCHOOL

AN Examination for Entrance Scholarships is held annually in May or June.

For further particulars apply to the HEAD MASTER, Oundle School, Northampton.

POCKLINGTON SCHOOL, EAST YORKS.

SIX Entrance Scholarships of £40 are offered in June. For three of these, boys resident in the East Riding are preferred. The School fees are £78 15s. per annum, inclusive. Junior Hostel for boys under 13. For details apply Head Master, P. C. SANDS, M.A., late Fellow of St. John's College, Cambridge.

ROEDEAN SCHOOL, BRIGHTON

SCHOLARSHIPS and Exhibitions will be awarded on the result of an Examination to be held in May, 1939, for girls under 14. The value of each award will vary from £30 to £150 a year according to the financial circumstances of the candidate. A number of bursaries will also be given to girls who do not reach scholarship or exhibition standard.

Papers will be worked at the candidate's home or school and interviews for selected candidates will subsequently be held at Roedean. Particulars and forms of application from the HEAD MISTRESS'S SECRETARY. Last day of entry, March 31.

SCHOLARSHIPS—*continued*

ST. PETER'S SCHOOL, YORK

AN Examination for Scholarships and Exhibitions, varying from £50 to £15, is held annually in July. General knowledge is required in preference to specialization in one subject. Exhibitions also awarded on the Common Entrance Examinations.

Further details from S. M. TOYNE, M.A., Head Master.

RADLEY COLLEGE

SCHOLARSHIPS and Exhibitions varying in value from £120–£40 will be offered for competition in March, 1939. The Examination will be held in two parts: (*a*) Elementary Papers on March 13 at Preparatory Schools; (*b*) more Advanced Papers for selected candidates at Radley on March 17. Apply for particulars to THE WARDEN, Radley College, near Abingdon, Berks.

SEDBERGH SCHOOL

THE Examination for Ten Entrance Scholarships and Exhibitions, of the annual value of £100 to £40, will be held in May or June, in London and Sedbergh. Candidates must be under 14 years of age on January 1.

For further informaton apply to the HEAD MASTER, Sedbergh School, Yorkshire.

WELLINGTON SCHOOL, SOMERSET

ENTRANCE Scholarships. Six offered every June.—Apply SECRETARY, School House, Wellington, Somerset.

WORKSOP COLLEGE, NOTTS

AN Examination is held in May or June. Generally two Scholarships are offered of £60 each, two of £40, and two of £30. Candidates must be under 14 years of age. Full particulars and entry forms can be obtained from the HEAD MASTER, Worksop College, Notts.

SCHOLARSHIPS—*continued*

WREKIN COLLEGE,
WELLINGTON, SHROPSHIRE
SCHOLARSHIPS AND EXHIBITIONS

AN Examination is held annually, usually in June, when six Entrance Scholarships are offered for competition, value from 40 to 100 guineas, also six Exhibitions, value 30 guineas. Leaving Exhibitions ranging in value from £65 to £30 per annum, tenable at any University or other place of higher education approved by the Governors, are awarded at the end of the Summer Term.

For particulars apply to the Head Master, WALTER M. GORDON, M.A., Wrekin College.

WYCLIFFE COLLEGE, STONEHOUSE GLOS.

TWO Entrance Scholarships of £50 and some Bursaries are offered in June. Wycliffe was first founded in 1882, and was placed on a permanent Foundation by its Old Boys in 1931. Fees, £114–£120. For details of Scholarships apply to the Head Master, W. A. SIBLY, M.A., Oxon.

Directory of Educational Associations

34th year of issue

Corrected to date with membership total, yearly subscription, society's organ, telegraphic address, telephone number, date and place of next annual meeting, secretary's name and office address.

See March 1938 issue.

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THE JOURNAL OF EDUCATION
No. 831 OCTOBER 1, 1938

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Education, by Mr. B. A. Howard, M.A., Head Master, Addey and Stanhope School, May, 1934.

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Each of the articles deals with a particular subject of interest to a wide circle of non-specialists, and includes lists of books recommended by the specialist writing the article as suitable for the gaining of good general knowledge in a readable and easily understandable way.

(Further Articles will appear in November and December, 1938, see below)

Previous Articles have been :

1937. *January :* **Introductory Article.** By Mr. A. M. Walmsley, M.A. *February :* **English History in Fiction. Part I.** By Dr. E. A. Baker, M.A., D.Lit. *March :* **English History in Fiction. Part II.** By Dr. E. A. Baker, M.A., D.Lit. *April :* **European History in Fiction.** By Dr. E. A. Baker, M.A., D.Lit. *May :* **Colonial History in Fiction.** By Dr. E. A. Baker, M.A., D.Lit. *June :* **History in American Fiction.** By Mr. Clive Holland, Author of "The Story of England in Historical Fiction." *August :* **Geography Through Books of Travel. Part I. The British Isles.** By Mr. George M. Hines, St. Luke's College, Exeter. *September :* **Geography Through Books of Travel. Part II. The Old World.** By Mr. George M. Hines. *October :* **Geography Through Books of Travel. Part III. The Rest of the World.** By Mr. George M. Hines. *November :* **Early Christianity and its Rivals. Part I.** By Rev. F. K. Chaplin, M.A. *December:* **Prehistoric Times.** By Mr. E. N. Fallaize.

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1939. *January :* **The Vikings.** By Professor I. C. Gröndahl, Cand. Mag., Oslo, of University College, London. *February :* Schools and Schoolmastering (in preparation).

Price **Eightpence** each, post free

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Minor Notices

Art and Handicraft

A History of Architecture on the Comparative Method : for Students, Craftsmen and Amateurs

By Sir BANISTER FLETCHER. Tenth edition, revised and enlarged. (42s. net. Batsford.)

We gladly direct attention to a new and revised edition of this well-known standard work. The previous edition, the ninth, was duly noted in our columns, and it only remains for us now to point out the principal changes in the tenth. The text has been corrected in accordance with recent investigations; the illustrations, now reaching the astonishing total of 4,000, have been improved in many ways and some two hundred fresh subjects have been introduced, comprising aerial views, models, specially prepared drawings and photographs. The distinguished author's aim has been to win the interest, not only of architectural students and craftsmen, but also of that wider public which influences and largely controls the architecture of the present time. He desires to help educate that wider public, so that it will demand buildings worthy of comparison with the great monuments of the past, worthy of being handed down as a heritage to future generations, and yet expressive of our own times. He has made a great contribution toward the achievement of the end he has in view.

Simple Designs for Scissor Cuts :

Designed by C. DEALTRY. Series 1–3. (1s. 6d. each packet. Warne.)

The title of this book scarcely explains the purpose of this fascinating series of "Simple Designs for Scissor Cuts." The work presents a simple approach to the building up of pictures in coloured paper cut from templates, and should satisfy a need which has doubtless been felt by teachers of very young children. It really presents a game which every child will enjoy and from which he will receive valuable instruction in colour harmony and composition, though he will not know either of the terms.

Handwriting : Everyman's Craft

By G. HEWITT. (10s. 6d. net. Kegan Paul.)

The title of this book, *Handwriting : Everyman's Craft*, makes one feel instinctively that there must be something of special interest in it, nor is it in the least disappointing. It is not merely "lettering," nor merely "illuminating"; but it is a well-written and exceedingly interesting work which deals very fully and in eminently readable language with the form, the purpose, the history and the possibilities of one of the oldest of crafts—handwriting. The reproductions of selected examples are good, as also is the selection.

1. Card Loom Weaving

2. Fabric Printing with Dyes

With a Note on the Screen Process by T. J. CORBIN.

3. Gold and Colour Tooling : for Bookcrafts, Bookbinding and Leatherwork

By J. MASON. (Dryad Leaflets, Nos. 100, 102 and 105.) (6d. each. Leicester : The Dryad Press.)

Readers will doubtless already be well acquainted with many of Dryad's Leaflets. Well, here are three more, all well up to the usual Dryad standard. (1) *Card Loom Weaving;* No. 100. (2) *Fabric Printing with Dyes;* No. 102. (3) *Gold and Colour Tooling for Bookcraft;* No. 105. All these are full of useful and authoritative information packed into small compass, written by well-known specialists and well deserving to rank with previous Leaflets in this ever-growing series.

Biography and Classics

Persons and Periods : Studies

By G. D. H. COLE. (12s. 6d. net. Macmillan.)

These studies, fourteen in number, have, with two exceptions, been published before, but here appear with a very considerable amount of revision and enlargement. The subjects include Defoe and Defoe's London, Town Life in the Eighteenth Century, Legal Repression from 1789 to the date of the Tolpuddle Martyrs, Cobbett, Robert Owen, Rousseau, Marx, William Morris, Henry Ford, and lastly, the Webbs—"prophets of the new order." The author is so well known as a clear and incisive writer on social and economic problems that most of the thoughtful reading public will have encountered some of these studies before. It was a good idea to bring them together in this easily accessible form

The Green Leaf : a Tribute to Grey Owl

Edited and Arranged by LOVAT DICKSON. (2s. 6d. Lovat Dickson.)

In spite of the unhappy controversy regarding his origins, Grey Owl stands for thousands of people who heard his lectures and read his books, as the embodiment of sincerity, kindliness and tolerance. His admirers will welcome this little book which his publisher presents as a tribute to his memory. It is not a biography—that is still to come—but an account of the closing scenes of his life, together with extracts from his unpublished letters as well as from his published works. It is illustrated with a number of beautiful photographs.

Portrait of Socrates : being the *Apology*, *Crito* and *Phaedo* of Plato in an English Translation, with Introductions and Notes

By Sir R. W. LIVINGSTONE. (6s. net. Oxford : Clarendon Press.)

The bibliographical details that head this notice will inform the discerning reader what a treat lies before him, as he gazes upon the portrait of Socrates, as presented to him in this book. It is a portrait of a most outstanding man in the history of literature : that of a man who spent his life in asking others questions; questions which he propounded and asked with a curious relevancy to the particular subject which he was discussing with his interrogator. These questions were very simple, such as "What is virtue ?" and the answers always involved a complicated discussion of the particular subject in hand, so that we always find that our knowledge is advanced by a consideration of them. Whoever considers the questions propounded by Socrates inevitably advances his knowledge of the subjects with which they are concerned. Now this was a unique method of procedure, and it was followed with a simplicity that led to a thorough discussion of the particular subject in hand.

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Education

Contemporary Adult Education Movements in Switzerland

(1s. World Association for Adult Education.)

Mr. Mack describes in an interesting way the formal provision for adult education in Switzerland. Included in his survey are the Volkhochschulen in Zurich, Berne and Basle, the Swiss Centre for Workers' Education and the Workers' University in Geneva, and the pioneer work of Dr. Wartenweiler for the establishment of people's high schools, as well as other institutions or movements. Although Mr. Mack's purpose is to describe rather than to evaluate, his narrative brings out clearly the social and political conditions of the work for adult education that has been done.

The First Seventy Years : Worcester College for the Blind, 1866–1936

By MARY G. THOMAS. (2s. 6d. net. National Institute for the Blind.)

Starting seventy years ago with but a handful of boys and no endowment, Worcester College for the Blind is now one of the public schools of England, preparing a large number of its pupils for the universities, and with splendid records of success in chess and rowing. The story of this rapid growth is told simply and sincerely by Miss Thomas, a member of the staff of the National Institute of the Blind, who has compiled the history from scattered and fragmentary records. The illustrations add to the interest of the book.

1. The Way of Light

By J. A. Comenius. Translated into English, with Introduction, by E. T. CAMPAGNAC. (6s. net. Liverpool : University Press ; London : Hodder and Stoughton.)

2. Quintilian on Education : being a Translation of Selected Passages from the Institutio Oratoria, with an Introductory Essay on Quintilian, his Environment and his Theory of Education

By W. M. SMAIL. (4s. 6d. net. Oxford : Clarendon Press.)

In more senses than one it is a refreshing experience to examine the contents of these two books. As Prof. Campagnac dolefully remarks, with all our talk about "education," students of the history of education are still few and far between. With infinite trouble he produced this scholarly rendering of Comenius' *Way of Light*, only to find that the book would not pay, and that if it were published it could only be at the expense of people who were willing to lose their money—among them the authorities at Prague, the capital city of Comenius' native land. Prof. Campagnac's disinterested labours are in the best traditions of genuine scholarship. Both his book and Mr. Smail's edition of Quintilian must, we fear, rely for a sale chiefly upon the university departments of education, where at any rate we hope they will not be neglected. Quintilian has occasionally been prescribed as a special study for the diploma course, but not until now has there existed an edition suitable for the non-classical student. Mr. Smail has supplied the want and has done it exceedingly well.

Experience and Education

By J. DEWEY. (The Kappa Delta Pi Lecture Series.) (5s. 6d. net. New York : Macmillan.)

In our age, as perhaps in all ages, the people called educationists tend to split into two camps, conservative and radical, traditional and progressive. Traditional education sees the subject-matter of education in the contents of a set of text-books. Progressive education causes the pupil to learn, not from ready-made texts, but from experience, gradually organized. No man living has done more to advocate the progressive cause than Dr. Dewey. But he is far too wise to ignore or to belittle the dangers of that cause. He condemns the *Either-Or* attitude which requires the acceptance of one of two extreme opposites. He insists, for example, that when the progressivist advocates the freedom of the learner, he sets himself the task, far harder than the task of the traditionalist, of determining the meaning of freedom, and the conditions of its realization. This short book is a closely reasoned warning to the disciples of the "new education." It is the work of a true philosopher, who aims at no superficial compromise, but seeks a deeper principle which may help to reconcile the old and the new in education.

Preface to Teaching

By Prof. H. W. SIMON. (6s. 6d. net. Oxford University Press.)

Prof. Simon divides his *Preface to Teaching* into two parts —what the job is, and how to do it. Beginners in teaching should derive great profit from this eminently readable, sane and practical exposition of their functions, possibilities and problems. Experienced teachers also should find in it much to stimulate reflection. Although the author has American conditions in mind, the greater part of what he has to say is wider in its interest and application.

Movement and Thought

By R. E. ROPER. (5s. net. Blackie.)

This is an important book not only for teachers of gymnastics but for all educationists. The author's theory is based on long teaching experience of general form subjects as well as of gymnastics at Eton and at Bedales and this gives authority to his claim for the value of movement and of self-chosen creative effort in education and re-education. The book makes it clear that he has dealt successfully with many difficult, nervous and handicapped children whom he was able to restore not only to physical but also to mental health.

A National Encyclopaedia of Educational Films and 16mm. Apparatus available in Great Britain 1937-8

(15s. Central Information Bureau for Educational Films.)

The general scope of this important publication is sufficiently indicated by the title-page as quoted above. The main part of the book consists of about 350 pages of classified lists of available educational films, the title of the film being usually accompanied by a brief description. The heads of classification include agriculture, art, biography, domestic science, engineering and industry, geography and travel, history, natural history, physical training and hygiene. There are several helpful articles written by experts and authoritative accounts of the progress of educational cinematography in several foreign countries.

Modern Education in the Small Rural School

By KATE V. WOFFORD. (12s. net. New York : Macmillan.)

There are still a large number of small rural schools in the United States, and in other countries. This admirable book explains in considerable detail how modern educational theories can be put into practice in small rural schools in America and it will certainly stimulate readers in other lands to apply the same principles to their own conditions.

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English

1. Untrue Stories
By A. F. STUDDERT.

2. Three on a Farm
By JOYCE BRISTOW. (Modern Stories for the Schoolroom.) (1s. 9d. each. Oxford University Press.)

3. The Oakhill Guide Company
Adapted from the Story by FELICITY KEITH.

4. Wreckers' Bay : a Yarn of Holiday Adventure
Adapted from the Story by P. WOODCOCK. (The Happy Traveller Stories.) (1s. 6d. each. Blackie.)

5. The Magic Box
By D. H. WILSON. (3s. 6d. Burns Oates & Washbourne.)
Edited by W. T. HUTCHINS.

6. A Gallant Company
Edited by A. J. MERSON. (Tales of Youth and Adventure.) (2s. 6d. net. each. Longmans.)

(1) No. 1 lives up to its title, and is the direct opposite of No. 2, which contains not a single astonishing adventure. It is an account of a summer holiday at the home of their former nurse, now married to a farmer, of three town children, who consort with gipsies, rig up a camp and go to a fair. The youngest is lost and found again marooned in a hay-loft. There is thus no lack of incident, and nothing could be more agreeable than the happy, homely background. (2) A tale of friendships and misunderstandings in a girls' boarding-school, where, in the pupils' minds at least, "guiding" takes the foremost place, is pleasantly written and interesting, but pales before No. 4, an exciting story of the adventures of two boys with modern smugglers. (5) The box of which the children became possessed was a kind of time-machine, and, when its handle was turned, they figured as participants in some scene from the past which had taken place on that spot. They were thus enabled to be present at two coronations, those of Harold and William the Conqueror ; at the Fire of London, and at the outset of the Wars of the Roses. (6) contains stories from modern literature.

1. Civic English
By C. M. BENNETT and H. R. BENNETT. Book I. (1s. 6d. Black.)

2. The Way to English : a Course in Four Books in Reading, Observing, Speaking, Writing
By A. M. ROBB. (Book 3, 1s. 6d. Book 4, 1s. 9d. Longmans.)

3. Preparatory English
By S. C. GLASSEY. (1s. 6d. Rivingtons.)

(1) *Civic English* is to include three books intended for use in senior schools. The books aim at teaching such English as will make good citizens. In Book I such topics as post office facilities and the highway code are introduced and exercises (often oral and dramatic) are based upon them. The plan is well carried out and a wide range of work in comprehension and expression is provided. (2) *The Way to English* is a course intended for children of 9 to 12 years of age. In the third and fourth books of the course, each lesson starts with a passage usually by a standard author, and on this, exercises in comprehension and appreciation, composition and simple grammar are based. Periodic revision tests are given. The pages are rather crowded, making the books rather unattractive in appearance. (3) *Preparatory English* provides practice in the construction and combination of sentences and in simple punctuation. The author believes that later progress is facilitated if earlier written work is thus limited. Comprehension and vocabulary exercises are also included.

1. A World of Sounds
By R. K. and M. I. R. POLKINGHORNE. (3s. 6d. net. University of London Press.)

2. The Adventure of Reading
Edited by D. THOMSON. Book 1 : All Aboard. Book 2 : Treasure Cave. (1, 1s. 10d. 2, 2s. 2d. Black.)

3. Collins Happy Readers
The Fairy Fiddler; Tree-Top House; The Moon Man; The Cuckoo Clock ; The Little Duck ; Fin, the Fish ; The Old Witch ; The Kind Giant. By LAVINIA DERWENT. (5d. each. Collins.)

4. The Little Country Books.
Red, the Cock ; Pug, the Pig ; Dill, the Duck ; Crook, the Fox ; Tim, the Mouse ; The Black Sheep ; Nan, the Cat ; Moll, the Cow ; Billy, the Goat ; Trot, the Horse ; Rob, the Rook ; Dan, the Dog. By LAVINIA DERWENT. (2½d. each ; illustrated, 9d. each. Collins.)

5. The Radiant Way Additional Readers
First Step, A2 : Jip the Bad Pup. By BARBARA BURTON. (3d.) Second Step, B1 : Trip the Happy Mouse. By PHYLLIS PEATTIE. (3d.) Third Step, C3 : Snowman and Scarecrow. By ANN MARTIN. (3½d.) Fourth Step, D2 : King Tawny-Mane. By ANN MARTIN. (4d.) (Chambers.)

(1) A set of stories suitable for the age of four and upwards, written, at the request of many teachers, as a basis for speech training. (2) These present most attractive material for juniors. Text and illustrations are equally varied and fresh. (3) Short stories and poems illustrated in colour. (4) Also illustrated in colour, but each volume contains a single tale about an animal. (5) These, too, are amusingly illustrated complete stories.

Wagtail
By ALICE C. GALL and F. H. CREW. New Edition. (5s. net. Oxford University Press.)

Wagtail is no bird, but a tadpole, and it is soon evident that he is an American, for robins, unlike our wrens and blackbirds, all migrate to the south in winter, and we leave him finally as a full-grown frog asleep at the bottom of a frozen pond. The pictures are as delightful as the story, which has already been twice reprinted.

The King's Highway : a Series of Prose Readers
By W. J. GLOVER. Book 4 : The Golden Path. (2s. 9d. Philip.)

The Golden Path is the last stage of *The King's Highway*, and is wide and delectable. Any intelligent child will enjoy journeying along it and at the end will seek other similar roads. Although styled a path, there are no less than four literary tracks labelled Romance, Description, Humour and Plays. The young traveller is provided with an unobtrusive guide who asks him questions on what he has noticed on his journey.

Letters and Sounds : English Spelling and Pronunciation
By H. MARTIN. (4s. 6d. net. Oxford University Press.)

A particularly useful book for foreign students. It deals clearly with such difficulties as vowel sounds, spelling and intonation.

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1. **The New Girl and Nancy : a Story of School and the Open Air**
2. **That Boarding School Girl**
3. **Nancy at St. Bride's**

By DORITA F. BRUCE.

4. **The Rival Captains : a Public School Story**
5. **The Sporting House**
6. **The Wharton Medal**

By R. BIRD.

(Modern Stories for the Schoolroom.) (1s. 9d. each. Oxford University Press.)

Brisk, life-like conversations and a cheerful spirit of friendliness characterize No. 1, the story of the early difficulties of a new pupil, an only, spoilt child. In No. 3, Nancy, after a lively term at a boarding-school, where she nearly drowned a class mate, is removed at the head mistress's request and sent to live at her grandmother's, there to attend a day school. Her experiences there are told in No. 2. Nos. 4, 5 and 6 are public school stories, quite readable, not devoid of interest even for an adult who is no football enthusiast, and, in spite of similarity in background and atmosphere, with no undue sameness in the plots. Throughout there are sprinkled amusing, often witty speeches that a boy would not fail to appreciate. No. 4 has a richly comic scene in which a third form youngster acts the rôle of Mazeppa on a superannuated donkey.

Tawny Goes Hunting

By A. CHAFFEE. (6s. net. Murray.)

The faintly-tinted illustrations do full justice to this most fascinating tale, which is marred by no false sentiment and no attempt to translate animal sounds, sufficiently expressive in themselves, into human speech. Altogether admirable is the education given by Mother Puma, who trains her offspring first to recognize danger, and then to capture their own food without trespassing on the preserves of other pumas.

1. **Willie Winkie Tales**
2. **Stories from Toytown**

(Herbert Strang's Readers.) (1s. 2d. each. Oxford University Press.)

In the first, the tale and the pictures of the kangaroo are particularly successful, and he is not deformed by having human clothes thrust upon him. In No. 2, a most comic effect is produced by the wooden figures in the illustrations to these witty and whimsical stories. The gems are, "A Windy Day," "Bath Night" and "The Mayor's Christmas Eve," when the mayor himself impersonates the invalided Santa Claus, with the Town Band standing by to drown the clatter of his clumsy entrances and exits. The book provides uproarious fun, and no children's bookshelf should be without it.

Stories of the Great Discoverers

Adapted and Rewritten within the Thousand-Word Vocabulary by A. S. HORNBY. (Thousand-Word English Senior Series.) (1s. 6d. Harrap.)

These seventeen stories, based on the versions in *Famous Voyages of the Great Discoverers*, make an admirable addition to this series.

The Architecture of the Sentence

By H. A. TREBBLE and G. H. VALLINS. Parts 1 and 2. (Parts 1, 1s.; Part 2, 1s. 3d. Methuen.)

Two commendably workmanlike volumes of syntax written by practised hands.

Poetry and Drama

1. **Village Drama Society Plays**

1. "Wi' a Hundred Pipers." By L. C. L. MURRAY. 2. Spanish Wine. By F. A. HYDE. (1s. net each. Deane The Year Book Press.)

2. **Fools all Four : a Farce in One Act based on an old Norse Folk Tale**

By S. Montgomery. (Old Farces as New.) (1s. net. Deane The Year Book Press.)

3. **The Hat**

By EDITHA BLAIKLEY.

Shilling Teas

By KITTY BARNE (Mrs. E. Streatfeild). (1s. net each. Deane The Year Book Press.)

4. **Year Book Press Series of Plays**

1. Prelude to a Tragedy. By H. F. RUBINSTEIN. 2. In the Mist. By A. GITTINS. 3. The Doubtful Misfortune of Li Sing: a Spot of Chinese Bother in One Act. By N. TUSON. 4. Happy Landings. By B. MERIVALE. 5. Chez Boguskovsky or The Stolen Vermeer. By A. J. TALBOT. 6. Mrs. Grundy comes to Tea. By L. DU GARDE PEACH. (1s. net each.) 7. To Have and to Hold. By L. BROWN. 8. Heart's Content. By W. CHETHAM-STRODE. 9. Carpet Slippers. By W. A. DARLINGTON. 10. Square Pegs. By L. BROWN. (2s. 6d. net each.) (Deane The Year Book Press.)

The Day is Gone : a Play in Three Acts

By W. CHETHAM-STRODE. (The "Embassy" Series of Plays). 2s. 6d. net. (Deane The Year Book Press.)

(1), (2), (3). With the exception of "Wi' a Hundred Pipers," a play of distinction which comes near to being a tragedy, these all provide light entertainment. (4) No. 2 is a powerful play. Excitement and mystery are kept up to the end. In No. 3 attention to Chinese idiom seems to have had a bad effect on the English. No. 5 has an original and effective plot. No. 6 is altogether overdrawn but Phoebe is distinctly amusing. Nos. 7 to 10 are three-act plays which have appeared respectively at the Haymarket, Shaftesbury, Embassy and Q theatres. If they act as well as they read, Nos. 7 and 10 especially should be able to count upon a lasting success, and the same may be confidently predicted for "The Day is Gone," which was produced at the Embassy in September, 1937.

Costuming the Biblical Play

By LUCY BARTON. (5s. net. Black.)

A very practical book of interest to any one engaged in producing a Biblical drama. Advice on such matters as Materials, Dyeing and Decorating, Dressmaking, Symbolic Costumes, and Colour, is followed by a section on Biblical costume. This deals separately with Chaldean, Hebrew, Egyptian, Assyrian, Persian, Greek and Roman costumes. There are many excellent illustrations.

The Castles of England : Plays for Stage and Classroom

By L. DU GARDE PEACH. First and Second Series. (2s. each. University of London Press.)

As broadcast plays these were very popular with young listeners and in this more permanent form they should make a wide appeal. Each volume deals with the history of five English castles, and the plays are well suited for school production.

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Geography

The Lakeland Landscape

By G. CLARK and W. H. THOMPSON. (The County Landscapes.) (7s. 6d. net. Black.)

The County Landscapes are a series of landscape surveys illustrated by special maps drawn and coloured to show the distribution of various types of scenery. In this book the Lake District has been treated as a geographical unit. This is fortunate, as the most interesting country in the counties of Lancashire, Cumberland, Westmorland, lies in the boundary districts. Although the main interest of the book is the intimate description of the lakes and valleys of the mountainous core, the cultural landscape of the surrounding areas has not been neglected, and those who favour the establishment of a great national park in the Lake District will find encouragement in the considerable areas shown in the landscape map as having passed under the control of the National Trust. Teachers of geography will also be interested in the method of representing cartographically the distribution of different types of landscape. There is an appendix describing the location and area of the properties held by the National Trust.

Wings over Asia : a Geographic Journey by Airplane

By L. THOMAS and R. W. BARTON. (6s. net. Harrap.)

Written in the form of an account of a journey by air across Asia this geographical reader is admirably suited to the needs of all pupils who can read. It contains a great deal of detailed information and nearly two hundred carefully selected pictures and maps. Despite its unsystematic arrangement this book contains excellent material for use in geography lessons and it will also be read with pleasure by many adults.

1. Large Foundation Map : China, Japan and Manchuria
2. Large Regional Outline Map : Northern England

(1s. 3d. each. Philip.)

These large maps are valuable aids in class work on occasions when it is impossible to use ordinary wall maps. In addition to being used as supplementary wall maps these outlines are sufficiently accurate for use in the accurate plotting of distributions by sixth-form and university students. (1) shows the chief towns and may be used as a basis for political, economic and war maps of the Far East, while (2) covers an area from Berwick to the Cleveland Hills and shows contours by means of thin lines which may easily be distinguished from those which represent rivers and county boundaries.

1. Europe
2. North America and Asia

By V. F. SEARSON and F. EVANS. (The New Era Geographies.) (1, 2s. 8d. 2, 3s. Johnston.)

Except that in the case of Europe there is no special chapter on current problems the treatment is the same in both volumes. The clear maps and pictures and the large print make these books particularly suitable for the use of pupils between the ages of 12 and 15. At the end of each book is included a list of interesting story-books for children.

Man the World Over

By C. C. CARTER and H. C. BRENTNALL. Book 1. (2s. 9d. Oxford : Blackwell.)

This volume is remarkable for the excellence of its maps and pictures, the latter including a large number of clever drawings by Silvia Hay. This book has been designed to serve as an introduction to the human geography of the southern continents and Asia. In the hands of a competent teacher it could be used profitably in central schools and in the junior forms of secondary schools, but it contains sufficiently difficult material for more advanced work in the middle forms.

North America : including Central America and the West Indies

By E. V. LANE. New Edition, Revised. (Harrap's New Geographical Series.) (4s. Harrap.)

Very little has had to be deleted from this useful and interesting School Certificate text-book, but the issue of a second edition has afforded the opportunity to introduce new material and bring the statistics up to date.

The Peoples of the World

Vol. 2 : The British Homeland. By E. J. G. BRADFORD. New Edition Revised. (Harrap's New Geographical Series.) (2s. 6d. Harrap.)

In the new edition of this text-book pictorial summaries have been inserted at the end of each chapter. These diagrams should help to direct attention to the vertical dimension while the contrast between the plans of the farms of Cumberland and the Fens is excellent.

Pictorial Plan of Glasgow, showing Roads and Railways serving the Empire Exhibition, 1938

(Paper, folded, 1s. net. Cloth, folded, 2s. 6d. net. Bartholomew.)

This is a folding pocket map of the chief roads, railways, parks and principal buildings of Glasgow, including the Empire Exhibition, and the Forth-Clyde and Monkland canals. The whole is framed by a border showing the coats of arms of the British colonies and dominions.

Dramatic Production. — The autumn term of the Sunday Course of the Art of Acting and Dramatic Production, organized by Citizen House, Bath, will open at the Everyman Theatre, Hampstead, on Sunday, October 9, 1938. This Course will again form the only one in this country held within an actual theatre. The Board of Education has again emphasized the value which it places on dramatic training, by requesting members of the staff of Citizen House to give lectures and demonstrations in various parts of the country to large classes of teachers in elementary and secondary schools. The plays to be produced include Shakespearean, Eighteenth-century and every type of modern drama, while individual tuition is given to each member. Scenery-making, costume and lighting demonstrations form a regular feature of the Course, and every member is taught individually how to adapt school-room platforms, institution halls, &c., and make them into excellent Little Theatres with the maximum of imagination and creative talent and the minimum of cost. A further interesting feature of the Autumn Term will be the Playwright's Course, which will be held under the direction of Miss Marion Fawcett, the well-known actress and play-doctor, for the West-End theatres. All readers are invited to attend the inaugural meeting of the Course at the Everyman Theatre, Hampstead, at 2.30 p.m. on Sunday, October 9, when performances will be given by the Everyman Theatre players, followed by demonstrations and talks on stage technique, art of acting, scene-design, make-up, &c. This meeting is free to all who are interested, and application for invitation tickets should be made to the Hon. Sec., Little Theatre, Citizen House, Bath, and a stamped addressed envelope enclosed.

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Modern Languages

A Handbook to the Study and Teaching of Spanish

Edited by Prof. E. ALLISON PEERS. (8s. 6d. net. Methuen.)

Spain, a Companion to Spanish Studies appeared a few years ago to present a compendium of essays on Spanish history, art and literature. Its appeal was wide but it was felt that a more detailed guide might better meet the needs of teachers and students whose study of the language, literature and life of Spanish-speaking countries lacked direction. The present handbook is most comprehensive. It deals, obviously in outline, with language, history, literature and indicates, in a provocatively interesting chapter, lines of research in Spanish literature. One section is of especial attraction to the teacher. Prof. Allison Peers, himself a teacher of wide and successful experience, writes three chapters on "the Teacher of Spanish." Here are found hints on method and organization in both day and evening classes, aids to the teaching of Spanish and a chapter, optimistic in present conditions, on travel and study in Spain. The further fields cultivated in this all-embracing book are "an introduction to Catalan," "an introduction to Portuguese" and "an introduction to Hispano-American literature." As though this were not enough, there are bibliographical notes and a most helpful appendix on "Suggestions for a Hispanic library." The book is of great value to the teacher of Spanish including as it does the first comprehensive treatment of method in teaching Spanish that has appeared in this country. The handbook should fulfil the hope of the Editor and his colleagues and stimulate the scope and study of Spanish.

Ces Dames aux Chapeaux Verts : Comédie en quatre Actes, dont un Prologue

Tirée du Roman de G. ACREMANT par A. ACREMANT. Annotée par E. G. LE GRAND. (2s. 6d. Oliver & Boyd.)

This play would make an excellent reader for girls' schools. It is founded on the novel of the same name by Madame Acrémant, which gained a prize from la Société des Gens de Lettres and has sold since 1922 more than 800,000 copies, probably a record in France. The play has been acted over 9,000 times. The story is that of four old maids in a provincial town who adopt a young daughter of a cousin. With her modern ideas she upsets all their old-fashioned habits and in a short while she causes the marriage of one of her cousins, and herself marries the son of the landlord. The introduction and notes are in French but there is a bilingual vocabulary.

Materials for French Free Composition

By Dr. C. F. JONES and E. A. MOORE. (2s. 6d. net. Blackie.)

It is well known that free composition in a foreign tongue is one of the most difficult subjects to teach; it is usually started without adequate instruction. The authors of this book have provided valuable material and an introduction suggesting how the book may be used. It should prove of great assistance to the busy teacher.

Free Composition in French : a Comprehensive Course

By M. L. DELBENDE and J. FRAME. (2s. 6d. Oliver & Boyd.)

The authors of this book on the same subject insist quite rightly that free composition should be started in the third year if a pupil is to make a success of it at 16 or later. They show how to build up a useful vocabulary and they explain the correct use of the relative pronouns and the tenses. Then the method of beginning and ending and suggestions for the main body lead the learner to compose for himself.

The Genius of the German Lyric : an Historic Survey of its Formal and Metaphysical Values

By Dr. A. CLOSS. (18s. net. Allen & Unwin.)

Dr. Closs's book is the first comprehensive study of its subject in English and it should prove of great value to university students specializing in German. Starting with the Hildebrandslied, the only remnant of the Old High German period, it deals with the Minnesingers, the folk-songs and all lyric poetry down to Rilke and Stefan George. The book is an example of German thoroughness and perseverance.

Le Mot Juste : a Dictionary of English and French Homonyms

Revised from J. G. Anderson's Original Edition by Dr. L. C. HARMER. (7s. 6d. net. Dent.)

This is a revised edition of the last work that was compiled by the late J. G. Anderson, issued at half the original price. He left numerous additions and alterations which have been incorporated in this edition with further improvements by the reviser. One of the good points of the book is that the French and English words appear in one vocabulary so that, *e.g.* the English "boss" is followed by the French "bosse," which saves much time in consultation. Needless to say that this is a book that should be in every school and college library; it will be as necessary for the teacher as for the taught in the higher classes of schools. On every page can be found most valuable warnings against incorrect or doubtful translations. The book would be as useful to the French student of English as to the English student of French.

Contes d'Aventure et de Mystère

Edited by N. W. H. SCOTT. (2s. Macmillan.)

Guerre Civile

By J. L. BÈDÉ and R. J. F. COOK. (Modern French Series.) (2s. Macmillan.)

These are two additions to a series we have already noticed. *Guerre Civile* is up-to-date, for it deals with the present war in Spain; its vocabulary is modern and it would suit a middle form preparing for the certificate. There are exercises for retranslation and a vocabulary. *Contes d'Aventure* contain five short stories by well-known French authors.

Lecture Expliquée : a Handbook for Teachers and Students in Training on the *Lecture Expliquée* Method of studying Literary Texts

By Dr. ANNIE OWEN. (2s. 6d. net. University of London Press.)

As Dr. Owen remarks the *lecture expliquée* is very rarely practised in English schools, although in France it is regarded as one of the most important means of approach to a sound study of the language. Extensive reading of many books is good but intensive study of a few chosen texts is far better. It could be used only with a sixth form and all sixth form teachers would benefit by reading this little manual with its careful selection of texts.

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Music

FOR THE GRAMOPHONE

COLUMBIA RECORDS (Columbia Graphophone Co.).

BEETHOVEN. Leonora Overture No. 2. Felix Weingartner conducting the London Symphony Orchestra. LX712–3. Two records. 6s. each.

Although known as "Leonora No. 2," this is actually the first of the four overtures which Beethoven wrote for his opera "Fidelio." Scarcely less imposing in scope and power than the famous "No. 3," this finely played recording is an acceptable addition to the gramophone repertoire.

SIBELIUS. "Finlandia." Sir Thomas Beecham conducting the London Philharmonic Orchestra. LX704. 6s.

Sir Thomas Beecham may be relied upon to throw fresh light upon a well-worn work. His "Finlandia" is no exception, and the deliberation of the first section and the fervour of the second are striking and interesting.

TARTINI. Concerto in D minor for Violin and Orchestra. Played by Joseph Szigeti with orchestra. LX710–1. Two records. 6s. each.

This is an excellent example of the early eighteenth century concerto by the school of violinist composers. Szigeti's playing is masterly in style and execution, and in the slow movement, eloquently moving. The slow movement from Bach's F Minor piano concerto, arranged by the soloist, occupies the fourth side.

MOZART. Sonata in D Major for two pianos (K 448). Played by Wiener and Doucet. DX842–3. Two records. 4s. 6d. each.

An interesting recording of an unfamiliar work. Lighthearted, invigorating music, it is played with admirable clarity and balance.

CÉSAR FRANCK. Choral No. 1 in E Major. Played by Albert Schweitzer. DX840–1. Two records. 4s. 6d. each.

A recording of considerable value to the organist and organ student. Dr. Schweitzer's registration would not be practicable on many English organs, but the steady dignified pace he adopts and the certainty of his execution are finely appropriate to this characteristic example of Franck's chromatic idiom.

CHOPIN. Etude in C Minor, Op. 10, No. 12; Mazurka in A Minor, Op. 17, No. 4. Piano Solos by Anatole Kitain. D.B.1764. 2s. 6d.

An attractive record; the playing has the requisite brilliance in the "Revolutionary" study, and delicacy in the Mazurka.

HAYDN. Symphony No. 93 in D Major. Sir Thomas Beecham conducting the London Philharmonic Orchestra. LX721–2–3. 3 Records. 6s. each.

Though numbered as the second of the symphonies written for Salomon, it was this work with which Haydn was introduced to the London public in 1791. Of the performance on that occasion it is recorded that "the Adagio was encored." That it is now among the less frequently performed of the London Symphonies is not due to any lack either of charm or of melodic interest in the music, which Sir Thomas Beecham here directs with characteristic polish and geniality.

MENDELSSOHN. Minnelied; Neue Liebe; Nachtlied. Sung by Ernest Wolff, baritone. D.B.1769. 2s. 6d.

An interesting record. Mr. Wolff, who accompanies himself, has admirably caught the spirit of these contrasted songs.

MOZART. Symphony No. 25 in G Minor (K183). Alfred Wallenstein and Symphony Orchestra. DX845–6–7. 3 Records. 4s. 6d. each.

Columbia are showing commendable enterprise in recording some of the lesser known Mozart symphonies. The recently issued A Major (K201) is now followed by this example in G Minor, written when the composer was but 17, and a work of surprising power and fertility of invention. The recording is excellent and the playing displays strength and forcefulness rather than subtlety.

SCHUBERT. Sonata in A Minor for Cello and Piano. Emanuel Feuermann and Gerald Moore. LX717–8–9. 3 Records. 6s. each.

Written for that curiosity, the arpeggione or guitar-violoncello, this Sonata abounds in typically Schubertian melody and modulation. Delightful music, it is played with a fine sensitiveness by two excellent artists.

AIKIN'S DRUM and other airs. Played by a Bamboo Pipe Band from a London County Council Elementary School. D.B.1770. 2s. 6d.

A useful record for schools where pipe bands have been formed. The pleasant tone and accuracy of intonation in one, two and three-part arrangements reveal a good standard of achievement.

Brahms, with an Analytical Study of the Complete Pianoforte Works

By W. MURDOCH. Reprint. (6s. net. Rich & Cowan.)

The Brahmsian literature is not so extensive that a book so good as this should be overlooked, and it is well that a reprint of Mr. William Murdoch's admirable study of the composer has been found necessary. The first part is devoted to a short biography and there are interesting chapters on Brahms' characteristics as pianist and teacher, on his contemporaries and on his position as a composer. But its chief value to the student lies in the complete survey of his pianoforte works which is written with refreshing frankness and with an insight gained through actual performance.

Percy Pitt of Covent Garden and the B.B.C.

By J. D. CHAMIER. (10s. 6d. net. Arnold.)

Modest and unassuming in all he did, the work of Percy Pitt for the music of this country during the last thirty years has received less than the recognition it deserved. Mr. Chamier's book, a sympathetic and interesting study, should do something to remedy that injustice. Joining the British Broadcasting Company when that organization was in its infancy, Percy Pitt was in time to initiate the policy which has ever since been followed, and while his aim was to keep "on the upper side of public taste, but still in touch with it," his knowledge and sympathies were wide enough to realize the necessity of providing music for every taste. At Covent Garden, where he was musical director for many years, he brought to an onerous position special gifts, amounting almost to genius, in the casting of an opera and the choice of the right voice for the right part, and an evenness of temperament and tact which must have been invaluable to the organization of a notoriously hazardous undertaking. His ambitions as a composer remained for the most part unfulfilled, but "what he most often gave to the world in his compositions," says Mr. Chamier, "was that delicacy and delightfulness in smaller things, which the medieval craftsmen-artists gave to the ordinary utensils of the home."

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Religious Knowledge

The Strength of My Life : a Book of Prayers for Young People

By D. B. MUIR. (2s. 6d. net. Student Christian Movement Press.)

An excellent little book of prayers for children between the ages of say 10 to 14. Its wording is simple and natural, and it breathes the right atmosphere of thankfulness and activity. It is attractively produced and illustrated.

The First Five Centuries of the Church

By Prof. J. MOFFATT. (The London Theological Library.)

Dr. Moffatt's name is a guarantee of scholarship and lucidity. To cover such a period in 250 pages has necessarily meant much compression and a somewhat " tabular " arrangement. In spite of being so closely packed, however, the book presents a clear outline of what is most important in early Church history, while offering the reader at the same time every opportunity to pursue more detailed study on his own account. There is a very full bibliography. Apart from its value to the student and teacher, the book might well prove stimulating for sixth form use.

A Little Dictionary of Bible Phrases

Compiled by the Rev. Dr. W. K. L. CLARKE. (S.P.C.K. Educational Books.) (Paper, 1s. Cloth, 1s. 9d. S.P.C.K.)

This little volume contains short and simple explanations of a considerable number of common Biblical words and names, and should be useful to teachers in elementary and Sunday schools. It is quite true that the English reader of the Bible finds it difficult, without explanation, to grasp the Hebrew or Greek ideas which lie behind the English word used in translation.

Challenge ! Christ or Compromise

By M. R. BENNETT. (3s. 6d. net. Longmans.)

This little book reminds us somewhat of Dick Sheppard's *Impatience of a Parson* and John Newsom's *Out of the Pit* —both in the roughness of its style (which is, perhaps, a pity, for it may put some readers off) and in the moving sincerity with which it is written. It is a passionate plea for practical Christianity in international and social relations, and for " dangerous living " by the individual Christian in the adventure of making the ideals of Jesus effective throughout human affairs. In his foreword the Archbishop of York suggests that the book will shock " Middle Age and Ecclesiastical Propriety." That is all to the good. We do not think it will shock the younger generation, for the author expresses much of what they are thinking nowadays. In spite of over-simplification and a lack, in places, of historical perspective, the book is well worth reading.

The World, the Book and You : Has the Bible a Message for to-day ? Outlines for Group Study

By H. W. FOX. (3d. Edinburgh House Press.)

Nineteen hundred and thirty-eight sees the fourth centenary of the English translation of the Bible being set up in the churches by the order of Henry VIII. This pamphlet, which presents some challenging aspects of the Bible in relation to modern life and creeds, would make an excellent foundation for a course of lessons and discussion in form.

The Happy Isles : the Story of Swedenborg

By E. A. SUTTON. (3s. 6d. net. Dent.)

A simply-written and interesting account of the life and teaching of the eighteenth-century Swedish mystic Emanuel Swedenborg. It can be read with enjoyment in spite of Swedenborg's curiously materialistic conception of the after-life, and his literal interpretation of the Bible.

St. Paul

By Prof. A. D. NOCK. (The Home University Library of Modern Knowledge.) (2s. 6d. net. Thornton Butterworth.)

An excellent introduction to St. Paul by a writer who is an acknowledged authority on early Christian history. It would be suitable as a text-book (side-by-side, of course, with the Acts and Epistles themselves) in a sixth form ; and should be of value to teachers who are dealing with St. Paul's life and work in junior forms. The style is clear and lively, and the chapters on Paul's conversion and personal development particularly illuminating.

A Diagram of Synoptic Relationships

By Prof. A. BARR. In Four Colours. (4s. net. Edinburgh : Clark.)

An ingenious, if necessarily somewhat unwieldy, chart, accompanied by a short introduction to the synoptic problem. The literary relation of the first three Gospels is shown clearly, and in considerable detail. We have not seen anything of the kind before, and recommend it to those who are beginning to study the Gospels scientifically.

1. The Religion of the Good Life : Zoroastrianism

By R. P. MASANI. (6s. net. Allen & Unwin.)

2. Hindu Scriptures : Hymns from the Rigveda, Five Upanishads, The Bhagavadgita

Edited by N. MACNICOL. (Everyman's Library, No. 944.) (2s. net. Dent.)

Both these books will be welcomed by teachers who include some study of comparative religion in their Divinity syllabus—with some such text-book as Miss Trood's *Religions of Mankind ;* they will find in them material which will add colour and point to their lessons. The first is an outline of the origin of Zoroastrianism and of Parsee religion to-day ; the second makes available, in a handy form, translations of selections from the most important Hindu Scriptures—that of some of the ancient and beautiful Rigveda hymns, composed probably between 1500 B.C. and 1200 B.C., is particularly acceptable.

The Life of Our Lord in the Words of the Gospels

Arranged by A. HOUSE. (2s. Oxford University Press.)

Selections from the four Gospels, arranged as a connected story, and designed for children of about twelve. There is a simple introduction, and short prefaces to the various sections. The book is attractively printed and illustrated and should make a useful text-book—with a good deal of explanation by the teacher—for preparatory schools and the junior forms of secondary schools.

(Continued on page 672)

MESSRS. BLACKIE & SON, LTD., have issued their usual illustrated catalogue of Books for Boys and Girls.

* * *

Many readers will be interested in the volume entitled *The Universal Provider,* which is a study of William Whiteley and the rise of the London department store, by R. S. Lambert, announced in the Autumn List of MESSRS. GEORGE G. HARRAP & CO., LTD. Carl Stephenson and F. G. Marcham have edited a substantial volume of *Sources of English Constitutional History.*

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Psychology

1. **Adult Attitudes to Children's Misdemeanours**
   By HELEN BOTT.
2. **Emotional Episodes in the Child of School Age**
   By W. E. BLATZ, S. N. F. CHANT, and M. D. SALTER.
3. **An Analysis of the Social Contacts of Pre-School Children with the Aid of Motion Pictures**
   By K. S. BERNHARDT, DOROTHY A. MILLICHAMP, MARION W. CHARLES and MARY P. MCFARLAND. (University of Toronto Studies: Child Development Series, Nos. 8, 9, 10.) (3s. net. each. University of Toronto Press. London: Oxford University Press.)

St. George's School for Child Study in the University of Toronto continues to publish interesting and useful records of research into problems of child development. No. 8 describes how five different groups of adults were asked to rate 21 misdemeanours of children of school age with a view to discovering differences in their attitudes. All the groups agreed in considering cruelty and deceit as the most important items in the list, and with regard to difference of estimate, teachers and mental hygienists varied most widely from one another. The study suggests the need of agreement on fundamentals among those responsible for the behaviour of children. No. 9 gives tables showing the incidence of emotional episodes in school for different chronological and mental ages in different environments. The most interesting point is the paucity of these occurrences; in a school of 1,581 pupils, aged 5 to 17, only 19 temper tantrums occurred in 10 months. No. 10 evaluates a new technique in child study, namely, supplementing observation by cinematograph records of children's behaviour. The four collaborators in this case found the cinema a valuable help, but it is impossible to tell how far the behaviour itself was changed by the presence of the photographer.

Advances in Understanding the Adolescent

(1s. Home and School Council of Great Britain.)

The Home and School Council has rendered a valuable service to teachers and parents by the publication of this volume on adolescence. It is written by experts, and covers the main problems of the adolescent as they appear to himself and to the adult who may have responsibility for him. The psycho-analytic view tends to predominate, but there is no separate treatment of sex questions, which are taken as they arise in the context of general characteristics. The intention of the writers is to be helpful, and they succeed in giving useful, sensible and practical advice.

Popular Psychological Fallacies.

By J. G. TAYLOR. (7s. 6d. net. Watts.)

Any one who sets out with the author of this book on what he describes as "a conducted tour through the world of scientific psychology" will find himself in some expected, and in some quite unexpected places. In the former he will recognize at once the rational and experimental outlook of the trained psychologist, imparting knowledge and correcting the errors of the common man on such matters as body and mind, sense perception, emotion, habit, and conduct; in the latter, it becomes a moot point whether we are still in the region of "verification and proof" when social maladjustments, confessions at Russian trials, dictatorship, the foundations of belief, and various examples of propaganda come up for consideration. On all these and other matters the writing is sufficiently non-technical for the general reader.

Science

Text-Book of Petrology

Vol. 2: The Petrology of the Sedimentary Rocks. By Dr. F. H. HATCH and Dr. R. H. RASTALL. Third Edition, revised by M. BLACK. (15s. net. Allen & Unwin.)

A new edition of this well-known book is very welcome. Metamorphic rocks are no longer included in it, but a most useful appendix is added, describing the common minerals which occur in sediments. Fragmental deposits, coarse and fine, are first described, then iron-bearing sediments and calcareous and siliceous deposits. Then follow excellent accounts of weathering and soils. This is a capital book for the geological student, to whom it will be of very great assistance.

Creatures Great and Small

By THEODORA HORTON. Books 1–6. (Paper, 3d. each. Limp Cloth, 5d. each. Oxford University Press.)

Each of these booklets contains six stories that will delight very young children. The animals are personified, *e.g.* "William Wolf," "Emily Earwig," and are endowed with language. The descriptions are accurate, and much natural history is conveyed in simple words.

Post Matriculation Chemistry Test Papers: General and Physical, Inorganic and Organic

By J. MORRIS. (1s. 6d. Methuen.)

Mr. Morris has compiled this book of questions for the use of students during the first year of the Higher Certificate course, *i.e.* to cover the ground required for subsidiary chemistry. Many of the questions are taken from papers set by the more important examining boards (surprisingly enough, the Northern Universities' Joint Matriculation Board is not represented). The number of numerical questions could have been considerably increased with advantage.

Gardening for Schools

By W. B. LITTLE. (1s. 6d. Pitman.)

This thoroughly practical book can be unreservedly commended. It explains the proper use of tools, the treatment and manuring of soils, cultivation of crops, care of fruit trees and flowering plants; and has good chapters on the gardener's foes and friends. A series of instructive experiments is suggested in the final chapters.

The Foundations of Nutrition

By Prof. MARY S. ROSE. Third Edition. (15s. net. New York: Macmillan.)

Teachers who include hygiene in their course of lessons will find here much with which to amplify and add interest to their lectures. The Historical Introduction gives an account of the discovery of oxygen and of the work of Lavoisier and others on its role in metabolism. There follow chapters on the energy-requirements of adults and children, on calories, proteins, mineral elements and water; and some hundred and sixty pages, that are

(*Continued on page 674*)

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AMOS AND HIS AGE. By Dr. C. KNAPP. Based on Dalton Plan. 2s. 6d. net.

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specially interesting, are devoted to the steps by which the vitamins have been identified, and to their respective properties. The value of many of the ordinary articles of food is fully discussed, menus are appraised, and the volume ends with a series of useful hygienic tables.

Strange Birds and their Stories

By A. H. VERRILL. (10s. 6d. net. Harrap.)

Though dealing with exotic birds, this book appeals to all who are interested in bird-life, or indeed in animal behaviour generally. It is well, and at times amusingly, written; and many of the stories are the outcome of the author's personal observations. There are numerous black-and-white illustrations and three coloured plates.

Philips' Biology Wall Charts

Designed, Drawn and Edited by the Rev. R. A. ELLIS and A. E. ELLIS. C.12, Earthworm: General Anatomy. D.15, Green Algae. (6s. 3d. each. Philip.)

The two charts submitted to us of the sixteen announced are well labelled and distinctively coloured: they measure 3 ft. by 2 ft. D.15 includes Spirogyra, Chlamydomonas and Haematococcus. C.12 shows the internal anatomy of the earthworm, but could have been bettered by the use of one colour only for the entire digestive system—the oesophageal pouches are tinted so similarly to the seminal vesicles as to suggest that they are parts of the reproductive system. Other improvements would have been the insertion of the oviducts, vasa deferentia, and typhlosole, none of which are indicated, though all are visible to the unaided eye in a good dissection.

Dipole Moments: their Measurement and Application in Chemistry

By Dr. R. J. W. LE FÈVRE. (Methuen's Monographs on Physical Subjects.) (3s. 6d. net. Methuen.)

The measurement of dipole moments has thrown much light upon molecular structure and related problems, and appears likely to be even more fruitful of results in the future. Students will find in Dr. Le Fèvre's monograph an excellent introduction to the subject, especially as full references are given to the original literature. A table of the dipole moments of some common substances is appended.

Tutorial Pharmacy

By J. W. COOPER. Third Edition. (17s. 6d. net. Pitman.)

Previous editions of this excellent book have already been favourably noticed in this *Journal*. In the present edition, the amount of physical chemistry included has been somewhat reduced, and the space thus gained has been used for a further treatment of other sections of pharmaceutics. The book now also incorporates the changes necessitated by the publication of the 1936 Addendum to the 1932 British Pharmacopœia. It would be superfluous for us to recommend Mr. Cooper's book to students of pharmacy, for they must already know it as a familiar friend; but we should like to suggest it as a desirable addition to the school science library, where it may reasonably be expected to attract many readers to the profession of a pharmaceutical chemist.

Organic Chemistry: a Text-book for Science and Medical Students

By Dr. F. PRESCOTT and D. RIDGE. (8s. 6d. University Tutorial Press.)

This is a clearly written and well arranged book, from which the student should find it easy to acquire a sound knowledge of organic chemistry up to degree standard. In order that the special requirements of medical students might be met, the authors have dealt more fully than is usual with carbohydrates, purines, proteins and fermentation, and have made incidental references to the therapeutic uses of many substances of medicinal importance. The matter is up to date in both fact and theory, though, as is proper in an elementary text-book, the general treatment is of a descriptive character. A few errors have been noted; thus Friedel and Crafts' reaction is given throughout as Friedel and Craft's, and on p. 286 the diagrams of the crystals of sodium ammonium *d*- and *l*- tartrates are incorrect. The statement (p. 483) that aliphatic hydrocarbons cannot be sulphonated is not strictly true; the middle and higher paraffins can in fact be directly sulphonated with oleum. Büchner (p. 405) should be Buchner, and *lacti* (p. 187) is a misprint for *lactici*. It is surprising to find no mention of Middleton's method of detecting nitrogen, &c., in organic compounds.

An Introduction to Laboratory Technique

By A. J. ANSLEY. (12s. 6d. net. Macmillan.)

The author of this book—as Prof. F. H. Newman tells us in a foreword—has had many years' experience as a laboratory assistant. Here he places his experience at the disposal of readers, and though he modestly describes his book as an "introduction," it will be found that he has omitted none of the really important facts with which the ideal physical laboratory steward should be familiar. After some sound advice on the general care of equipment, he considers in detail such matters as glass-blowing, the graduation of apparatus, electrical instruments, the soldering of metals and the purification of mercury. The chemical side of laboratory technique receives only incidental attention.

Isaac Newton, 1642-1727

By J. W. N. SULLIVAN. With a Memoir of the Author by C. SINGER. (8s. 6d. net. Macmillan.)

The late J. W. N. Sullivan was a gifted writer, whose books on the *History of Mathematics*, *Aspects of Science* and *Limitations of Science* earned him a well deserved celebrity. In the life of Newton he found a subject after his own heart, and the portrait he has drawn of the greatest of all scientists is both arresting and convincing. In many respects, Newton was somewhat eccentric, and it is well known that for the last forty years of his life he was very largely indifferent to science. Mr. Sullivan arrived at the conclusion that, in fact, Newton never considered science to be of the first importance, in spite of his pre-eminent scientific genius. He worked at it only spasmodically, partly because he thought that the best way to understand the universe was in the study of the Bible; while his mathematical ability he used only as a tool for the solution of such scientific problems as were attracting his attention at the time. The human side of this enigmatical figure receives sympathetic insight, and Mr. Sullivan's estimate of Newton as a man is clear, vivid and just.

Character in Fish

By C. BOWER-SHORE. (1s. 6d. net. Epworth Press.)

The author's aim appears to be to show that fish are not entirely devoid of intelligence. His close observation enables him to convey much information regarding the habits of several species; and his photographic skill to illustrate his book with excellent pictures. His view, however (page 17), that fish are descended from four-limbed creatures will not commend itself to zoologists.

Heinemann's Tables for Elementary Analysis

Compiled by J. LAMBERT. (6d. Heinemann.)

These are plain and straightforward qualitative analysis tables suitable for school use. They contain no theoretical discussion.

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Vol. 70
[WITH SUPPLEMENT]

LONDON, NOVEMBER 1, 1938

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By H. G. WELLS, D.Litt.

★ This is the Presidential Address to Section L of the British Association, specially revised for, and exclusive to "The Journal of Education."

See numbers for October and November, 1937, which also contain comments by Professor Hearnshaw.

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A MONTHLY RECORD AND REVIEW

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THE LAYMAN'S LIBRARY

XXII.—SOCIAL LIFE IN MODERN GERMAN NOVELS

By GEOFFREY EVANS, B.A., King's College, University of London

THE translation of "social life" into German is surprisingly difficult. "Sozial" will not do, for the word suggests at once the problem of class-strife, the worker against the upper classes. On the other hand, "gesellschaftliches Leben" implies too one-sidedly the life of the upper classes. In fact, there is no one word that corresponds.

This fact points to the essential difference between social life in the two countries since the War, and its reflection in their respective literatures. In England the War shook the forms of social life, in Germany it shattered them. For all the shock of the collision, the English system of values remained substantially intact, like safety-glass held together by a strong inner bond; in Germany it flew into a thousand splinters. The story of German literature since the War is the story of the search for a new set of values. The results have been extremely varied, and in these notes I can only indicate the chief paths that have been taken. But there is one Leitmotiv which runs through the whole period: the War itself. Even in books which deal with the most peaceful every-day aspects of life the War is there as a background. It is because of this distinguishing "red thread" that I identify "modern" in German literature with "post-War."

War-books proper can be passed over quite briefly. For, in the first place, the most striking have become as well known in England as in Germany—*All Quiet on the Western Front*, by E. Remarque and *The Case of Sergeant Grischa*, by Anton Zweig, for example—and secondly they do not illuminate differences of social life but rather emphasize the resemblances of its opposite. Mention may be made, however, of Paul Alverdes' *Die Pfeiferstube*, for it is not only one of the best books of a leading

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contemporary writer, but also gives as sympathetic a picture of the English as of the German soldier, and shows incidentally how flimsy is the wall of hate thrown up by war between men of kindred nations.

More interesting is the group of novels dealing with the difficulties of the soldier on his return. These problems presented themselves to the German soldier in their acutest forms, and they have left their mark everywhere in the literature; for example, in another of Paul Alverdes' works, *Das Zwiegesicht*—almost casually, as a thing that is too common to be worth more than the mentioning, one of the chief characters tells how on his return to his native village he found that it had passed into Polish hands, and how nothing remained but for him to seek a new home elsewhere. The theme is treated finely and fully in *Die Majorin*, by Ernst Wiechert. Love of wandering and the harsh drive of circumstances combine to keep Michael Fahrenholz drifting about the world so long after the end of the War that on his return to his home he finds his name on the village War memorial. His first act is to hew away the letters from the stone. But his father, his mind worn out with the long waiting and hoping for the return of three sons, cannot be persuaded that Michael is anything but his son in spirit. This denial of very existence is the symbol for the gulf which separated the men returning from those who had remained at home. Michael's salvation springs from two sources: from the succour and understanding of the widowed lady of the manor—"die Majorin"—and from the power of the love of the land.

These two motifs—the Woman and the Earth as the bringers of healing—run very strongly through recent German literature. In *Sankt Blehk*, by L. Tügel (with its sub-title, "The Great Change"), it is a woman who heals the conflict breaking out between peasant and worker as a result of the great schemes of development which an ambitious member has forced upon a little community in the North of Germany. The very title of K. H. Waggerl's *Mütter*, proclaims its message. True, the tone here is far less solemn, even gay. It is pleasant, for example, to find such a sentence as this, on the birth of a son to the hero, Jacob: ". . . den Männern, die doch das Pulver erfunden haben und sonst noch allerhand, Maschinen zum Beispiel, um Dinge zu erzeugen, die der Herrgott selber mit der Hand machen müsste. Und dennoch: die Kunst aller Künste ist ihnen versagt, die wurde allein den Müttern eingegeben. Denn von dem wenigen, was die Väter dazutun ist weiter kein Aufhebens zu machen."* But slyly gay as it is, the intention is plain and serious; it has its counterpart in the political world in the official badges which the mother of three or more children may proudly wear.

The other motif—the love of the land and its power for good—has been made the centre of such a mass of literature in the last decade that one can do little more than quote the most outstanding authors and their works. Of these, by far the most popular is not a German at all, but the Norwegian, Knut Hamsun. His books—and in this connection above all *Segen der Erde*—have probably had more influence on German literature than the work of any foreigner since Scott. Of German authors and works may be mentioned *Brot*, by K. H. Waggerl: *Winter* and *Bäume in Wind*, by Fr. Griese; *Das ländliche Jahr*, by Beno von Mechow. In the centre of this genre stands the figure of the peasant. The simplicity and ruggedness of peasant life is often well caught, and for us "peasantless" English readers especially interesting. Unfortunately, the tendency has been more and more away from the peasant as human being, and towards the peasant as type or symbol; a book that is praised as "timeless" or "universal" often proves to be pretentious and without life.

The love of symbol is indeed a weakness (for those who like it, a strength) of modern German novel writing—has been, in fact, from Goethe's *Wahlverwandtschaften* onwards. In one of the most important books of after-War years, *Artzt Gion*, by H. Carossa, the symbolism threatens to squeeze the breath of life out of all the characters save the central one, the Doctor. The book is important from the social point of view in that it deals profoundly with the mental distress and sickness of the after-War generation. Here problems are faced which come closer to those which are considered the important ones in England, and this is refreshing; for the criticism which the English reader will most emphatically have to make of modern German literature is its small range of problems and its standardized solutions. One can use the fashionable phrase "a literature of escape," but it is not truly appropriate, for the Germans are not so much shutting their eyes to the questions which concern our novelists so deeply (the infinitely varied and subtle problems of adjustment that the individual has to face in questions of politics, marriage, family, &c., to-day), as *overlooking* them. The mood is heroic, epic. The novel is too analytical a form for the present.

This explains the popularity of the works of H. F. Blunck, with their strong reminiscence of the Icelandic Sagas. It explains, too, the absence of the satire on social life, a form always popular in England and especially so now through the work of E. Waugh, A. MacDonnell, and Eric Linklater. *So gehen sie him*, by Hanns Johst, gives, it is true, a vaguely amusing picture of the decline of the aristocracy in post-War years, (compare the picture of the decline of Viennese society given by Miss O'Shaughnessy in *Viennese Medley*)—he shows them dissolving, as it were, into words; three-quarters of the book is dialogue. And those who wish to see the same process going on at the other end of the social scale, may read *Der Bonze*, by F. Riemkasten; the power of the word both to call forth strength and to sow dissension is shown in the rise of the worker's son to the leadership of the workers' party. But, on the whole, German writers of to-day take their modern society too seriously or not seriously enough to wish to satirize it.

This is not to say that there is no humour in the modern German novel. There is, of course; but of a particular

* ". . . these men, who of course have discovered gunpowder, and all sorts of other things, machines for example, to produce things which God Himself would have to make by hand. And yet, the art of all arts is denied them: that is given to the mothers alone. For the little that the fathers do in that matter —well, that's not worth writing home about."

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sort, which one can best characterize as "genial." Figures of the type of Mr. Chips are very popular (this is translated under the title *Leb' wohl, alter Chips*). An attractive counterpart is Hermann Hesse's *Knulp*, an easy-going soul who lets the others get on in life while he lives it. German sentimentality lends an ear very readily to stories of the "little man," who comes up smiling through all sorts of adversities. The great success of Hans Fallada's *Kleiner Mann, was nun?* illustrates the fact. The particular note of German geniality is heard, too, in a form which is becoming increasingly popular now and even seems to be supplanting the peasant novel—that is, the Kleinstadtroman. The tone is easy-going, ample; the setting often the Rhineland, with its background of rising vine-slopes crowned by castle-ruins. Two leading modern authors have evoked the spirit of the Rhineland—Josef Ponten and Rudolf Binding. Ponten's *Rheinisches Zwischenspiel* is, as the title indicates, a pause in the great movement of his novel-cycle *Volk auf dem Wege*. It can be read by itself, however, and certainly gives one of the most lively pictures of a land which represents both in literature and in fact the essence of German "Gastfreundlichkeit."

Rudolf Binding's note is more delicate. Indeed, in a charming novelle—*Moselfahrt aus Liebeskummer*—he almost renounces the Rhine for the quieter, less immediately impressive charms of the Mosel. This feeling for landscape, for the subtle differences of outlook, speech and way of life between one district and its neighbour, is perhaps the most valuable thing that German has to offer English literature. Our distinctions between Scot, Yorkshire- and West-Countryman and so on are generally either too subtle or not subtle enough to be satisfactory. Some landscapes, it is true, have their classic interpreter; but few have a tradition of literature behind them. In Germany almost every landscape and people has its classic and its tradition; therein German literature has a fullness and a subtlety of which it can well be proud. How long this will last under the present relentless levelling out is another matter.

VARIA

The *Bookseller* recently suggested that the papers are cutting down book reviews. This does not apply to the *Journal of Education* which, on the contrary, is devoting more space to the review section.

* * *

Publishers' Autumn Lists, although now somewhat belated, serve to remind readers of interesting new books. Thus BASIL BLACKWELL'S list includes the announcement of a boy's edition of *Hakluyt's Voyages*, a volume entitled *Man the World Over*, by C. C. Carter and H. C. Brentnall, which is described as a survey of the world, a little book on "glovepuppetry" for children, by D. P. Harding, and a collection of addresses on the teaching of history and other topics by C. H. K. Marten, vice-provost of Eton.

* * *

Continuing their series of books on English Public Schools, MESSRS. BLACKIE & SON, LTD. announce in their Autumn List a volume on Mill Hill, by Norman G. Brett-James. Another feature is the Order of Merit series, a collection of biographies of the distinguished holders of this great honour; the first six volumes announced are on J. M. Barrie, Sir Edward Elgar, Thomas Hardy, Lord Jellicoe, Lord Kelvin and Lord Roberts.

* * *

Historical studies are well represented in the Autumn List issued by the CAMBRIDGE UNIVERSITY PRESS. The third volume of Mr. Arthur Bryant's new life of Pepys is announced; *Medieval Panorama*, by Dr. G. G. Coulton, covers the period from the Norman conquest to the Reformation, while later periods are represented by *Foundations of British Foreign Policy* and *A Century of Diplomatic Blue Books*, 1814–1914, by Profs. H. Temperley and Lillian M. Penson. Lord Stamp is editing a series on English Institutions, the first of which is *G.P.O.*, by E. T. Crutchley.

* * *

The Autumn List of books from the CLARENDON PRESS and the OXFORD UNIVERSITY PRESS is a substantial pamphlet of 72 pages. A new volume, *The Age of Reform*, 1815–70, by E. L. Woodward, is being added to the Oxford History of England; Prof. G. H. Hardy has written *An Introduction to the Theory of Numbers*; and Prof. R. C. Tolman, of the California Institute of Technology, is contributing a work on the principles of statistical mechanics. Less specialized books are *A Butterfly Book for the Pocket*, by E. Sandars, and a volume on the *Organization of Technical Schools*, by A. R. Richardson. The Press announces the introduction of an instalment system of payment for purchases exceeding £3.

* * *

MESSRS. J. M. DENT & SONS, LTD., have prepared a special list of their books for children; three additions are being made to the series of Everyday Books by M. C. Carey, dealing with the fireman, the engine driver and the baker respectively.

* * *

According to the Autumn List prepared by MESSRS. W. HEFFER & SONS, LTD., Dr. M. L. Barker has prepared a *German for Sixth-Form and Adult Beginners*, which is described as an "Introduction to German Language, Literature and Landscape." A life of Pasteur for children, entitled *The Microbe Man*, by Eleanor Doorly, is also announced.

As the result of the conference entitled "Esperanto in Modern Life" held in Paris in May, 1937, many steps for the encouragement of Esperanto have been taken in France. Examples are the weekly series of radio plays in that language from Paris PTT, and also the recently published permission to affix notices in French Post Offices announcing "Esperanto Spoken" where there is an Esperanto-speaking official.

* * *

Hispanic Week.—This five-day course held annually under the auspices of the Institute of Hispanic Studies will meet at the City of London College, Ropemaker Street, London, E.C., from January 2 to 6, 1939. Lectures will be given on Spanish Syntax by the Director of the Course, Prof. E. Allison Peers; on Humanism in Spain, by D. Clemente Hernando Balmori, and on the Evolution of Spanish Poetry, by D. Luis Meana, of the University of Manchester. Besides these courses, which will be delivered in Spanish, there will be five lectures in English and a composite course on present and future events in Spain. Daily periods of Spanish conversation in graded groups will also be arranged. Full particulars and forms of enrolment may be obtained from the Secretary, School of Spanish, The University, Liverpool.

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THE EVACUATION OF SCHOOLS IN DANGER AREAS

By COLONEL E. A. LOFTUS, O.B.E., T.D., D.L., M.A., B.Sc., Head Master of Barking Abbey School

HEADS of schools in danger areas have recently passed through an unprecedented experience. For some years many of us conducting schools in such areas have been wondering what would happen to their establishments in the event of war. My school happens to be in one of the most dangerous parts of the metropolis, and my own mind has, naturally, been much exercised over this question.

But the general unpreparedness of this country for war was disturbing, and the writer's attempts to ventilate the question of school evacuation, through the medium of the Press, received no encouragement. People could not be bothered to think about war, although to those of us reasonably versed in history, a conflagration seemed to be the only solution of the general unrest in Europe.

So, let there be no mistake about it, parents and teachers were grateful when, as the tension became serious, it was found that a scheme had been prepared by the London County Council for the evacuation of school children in their area.

Contiguous areas had, apparently, done nothing.

So far as we were concerned, nothing was heard of this till September 26, when the crisis was at its height and I, for one, was feeling very uncomfortable. We had been warned that the next war would be launched in the shape of a tornado of bombs on great cities. The German Minister of Propaganda had boasted of the efficacy of this new way of putting an end to arguments. Had Germany felt strong enough, I do not doubt that the bombing of London might have taken place during the fateful week under consideration. What the sum effect would have been is incalculable but it is certain that there would have been an enormous loss of life among children.

As stated above, on September 26 the writer was informed that his school could be included in the scheme drafted by the London County Council.

On receipt of the instructions for evacuating the scholars I arranged to meet parents the following night, September 27, and the school hall was crowded with anxious fathers and mothers. I explained the scheme for evacuating those children whose parents desired to take advantage of it. I then invited questions. There were no questions concerning the *actual withdrawal* of the pupils from the area, and I take my hat off to the drafters of the memorandum for an admirable piece of work in this respect.

But I was for nearly an hour engaged in trying to answer questions pertinent to the situation, but not concerned with the actual process of evacuation.

The following critical survey is not made in a carping spirit but merely to indicate the shortcomings of the scheme, in the hope that these may be remedied forthwith. We desire to be constructive, not destructive.

First of all, the fact that there were so many reasonable questions proves that the scheme had been got out hurriedly during the scare. This sort of thing should not be necessary.

We were told, in the scheme, that if an emergency occurred before we had been given the name of the station to which we were to proceed, head masters were to "use their own discretion." This, I consider, is far too great a responsibility to place on the heads of schools. Imagine the confusion that would have ensued with some fifty or sixty harassed heads in our area trying to arrange with a couple of harassed station-masters for the evacuation of some 20,000 school children at almost a moment's notice—these children being outside the stations waiting to be entrained, with crowds of parents anxious to see them off. This might easily have led to panic.

One provision was to the effect that younger children attending one school might proceed with older children of another school. That might seem desirable from the family point of view but from the school and organization point of view was most unsatisfactory. It might, however, have been satisfactory had arrangements been made earlier. It was the rush that made it unsatisfactory. Yet it seems to me that each child would be happier among his own comrades than with a sister or brother and among strangers. Furthermore, in the case of my own school, younger relatives of scholars had to bring their luggage for miles when, if they had been attached for evacuation to their own schools, this would have been unnecessary. I had to draw the line (thereby, I suppose, "risking my arm") at infants joining our party, for I foresaw the difficulties that would have to be faced after arrival at our destination in caring for these, both in the physical and in the educational spheres. It was decreed that adults, including of course parents, could be recruited into the party in the proportion of one to ten children. In our case, a number of mothers volunteered to fill these places. I could not agree to this. A school is a disciplined organization and one could not safely incorporate parents into one's school in such circumstances, helpful though most of these might be. If it were desirable to recruit more adults into the party, supply teachers (of whom there is usually a goodly number available) should be drafted into the paid service of the authority concerned for a specified period. In my own case, I was able to draft into the scheme old scholars home from college and the wives of married teachers.

With reference to the teaching staff, we were informed that "teachers were invited to co-operate in the scheme on a purely voluntary basis." I should like to know why? Surely it should be a teacher's duty, on which his salary depended, that he or she should join in the scheme. According to this regulation a teacher might elect not to go with his school but remain at home, risk the bombs, and enjoy an unearned income. Teachers as a whole are much too loyal a body, however, to take advantage of the situation, but one can easily visualize

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the embarrassment of a head who should, for some reason or other, find that a proportion, large or small, of his staff refused to move. If this is a matter concerning teachers' agreements, the form of these should be amended.

A minor point is that each child was to be labelled with the letters " L.C.C." and the school number. This indicates that only elementary school children were in the minds of the drafters of the scheme. Secondary and private schools have no numbers. Furthermore, I submit it is rather stupid to label secondary and senior elementary school children. I could not imagine my prefects walking about with identity labels attached to their button-holes.

The omission of secondary and private school children from the scheme caused me some perturbation. I had visits from a number of parents, whose children went to such schools, and who had no others attending the elementary schools. *De jure*, I had no sanction to allow this, but what could one do? So I accepted them. Some of these children were from boarding schools in the danger area and had been sent home—into another danger area!

Children were expected to take gas masks with them. In one area served by my school (not Barking or Ilford), children complained that they had waited as long as five hours at a time for masks at a distributing station without result. There appeared to be nothing but confusion in that area, and pupils turned up at school at all hours of the day, their excuse being that they had been trying to get their gas masks—and had failed. Such things should not be. They spell " panic." But this delay has, of course, no connexion with the scheme under consideration.

And now let us consider what was to happen when we arrived at our destination.

My first question is to ask why heads were not informed of the proposed new domicile of their schools. Surely there was no need to keep this a secret. Potential enemies have not yet come to regard children as military objectives. I think the answer is that the authorities themselves did not know, as the scheme was so hurriedly drawn up *during* the emergency that arrangements under this head had not been completed.

Obviously, each town in a danger area should be allotted by the Home Office, in consultation with the Board of Education and the County Council, an evacuation area. Early co-operation with the railways, &c., would enable a careful plan to be drawn up for systematic withdrawal without any of the confusion which must have ensued in this instance, *e.g.* head masters and head mistresses having to make their own arrangements if these had not been completed before a crisis arose. If heads knew the areas to which their schools would be evacuated they would be able, long beforehand, to visit them, create personal contacts in them, and organize for the continuance of school studies with the least possible dislocation. Parents also would be able, if they so desired, to make arrangements to go to the same area and thus be both comparatively safe and near their children.

Pupils were to be housed in billets or empty buildings and apology was made for the fact that " they might have to put up with very rough and ready arrangements " at first. There should be no need for such an apology. Good pre-organization would eliminate the bulk of such unhappy possibilities. A school is a place for formal education and if it is to be moved it is surely not too much to ask that arrangements shall be made in the district to which it is evacuated so that work shall be carried on with practically no break. We learned that we were to carry on our school work in " mission halls, cinemas, empty houses, perhaps village churches "—all very vague and all left to chance. It seems desirable that when towns have been allotted their evacuation areas, each school in that town should be given a village to which it would be evacuated, and that the heads of schools should be encouraged to visit these villages, explore the existing facilities for absorbing their scholars (the billeting would not be their concern) and, if there were insufficient accommodation, report to their authority so that huts might be provided on an emergency arising. Huts could be erected in a day and could be ready by the time schools reached their destination. But a school, first without a domicile and secondly without equipment, is a harassing proposition to a head and the authorities should, further, provide for each school a lorry to carry books and stationery to the school's new home.

The call on the services of doctors and nurses in danger areas would be great and probably it would be impossible to spare even a small quota of the medical staff of a town to accompany the children. I suggest this, too, should be organized now, during peace, and arrangements made for a doctor and a nurse to be attached to each large school, or group of small ones, so far as this is practicable.

There are always hundreds of young doctors, about to start in practice or walking the hospitals, who would value this experience. Similarly, there are many trained nurses among married women who would, doubtless, be glad to volunteer for service with schools. Some would have children at school and could be evacuated with them.

Surely it should be possible to bring about a complete organization to effect a systematically well-ordered and unhurried evacuation and to ensure that nothing be left to chance. But if this is to be done the organization must be completed in time of calm and heads must be taken into the confidence of the authorities concerned.

I repeat that parents, scholars and teachers are all grateful for what was done—they are grateful that anything was done at all—and the object of this article is merely to direct attention to phases of the situation which appear to have escaped attention, or with which the drafters of the scheme had not time to cope.

Northern Ireland.—A new Bill is to be introduced to empower the Northern Parliament to make additional grants to the Queen's University, Magee College and the Armagh Observatory. A Bill is also on its way through the House to raise the school leaving age, but it has so many exceptions that evasion will be very easy.

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FURTHER LETTERS TO A YOUNG HEAD MASTER

XV.—RELIGIOUS EDUCATION IN SCHOOLS: THE SCHOOL CERTIFICATE

By W. JENKYN THOMAS, M.A., ex-Head Master of Hackney Downs School, formerly Grocers' Company's School

MY dear W.,

That great benefactor of the English-speaking peoples, Mr. P. G. Wodehouse (my blessings on his humorous pen) in the preface to one of his books said that among the temptations which authors and others who get into print should strive to resist are growing side-whiskers and writing articles on The Modern Girl (I am thankful to be able to say that I have never had side or other whiskers on my face or on my conscience. As for the modern girl, in contemplating sanguineous talons and other enormities I often have thoughts which do lie too deep for tears, but I leave them at that sub-lachrymal depth). If he were writing that preface now, I feel sure that he would add letters to the newspapers on "The Crisis." Most people seem to have succumbed to that temptation. I will be an exception. I will only say that it is a great gratification to all head masters and ex-head masters that boys in school did not suffer to any appreciable extent from the worry and anxiety which we felt so intensely. I am informed that nearly all the boys who were to have been evacuated regarded it as a lark. *O fortunati!*

In my last letter I asked you what you thought of the three pronouncements on religious teaching in schools which I quoted, and I thank you for answering so fully and so frankly. You thank your stars that you are the head master of a day school and not of a boarding school. You maintain that whereas the head master of a boarding school is for the greater part of the year *in loco parentis*, you as the head master of a day school are not. It is, you contend, the parents' duty to see to the religious education of a boy attending your day school, and not yours. You are profoundly grateful that that duty does not devolve upon you, because as it is, the responsibilities which you cannot avoid are heavy enough. You are stoutly of opinion that you do enough by having morning prayers, by including Old Testament history and the teaching of Christ in your Scripture lessons, and by doing what you can to "nourish the fine flower of Christian conduct."

You presume that in schools which make a point of more extensive religious teaching those who give it have to deal with such questions as the Virgin birth, the miracles, the bodily resurrection, and generally whether the Gospels are inspired truth or "fallible, man-made books," to use Hall Caine's phrase. They may even have to discuss whether St. Paul is referred to in Rudyard Kipling's terrible verses:

> "He that hath a Gospel
> Whereby Heaven is won
> (Carpenter or Cameleer
> Or Maya's dreaming son)
>
> Many swords shall pierce Him,
> Mingling blood with gall,
> But His own Disciple
> Shall wound Him worst of all."

If, you say, your presumption is correct, you are enormously relieved that it is not your duty to tackle such difficulties with boys.

You agree entirely, too, that there are head masters and others who are sincerely keen on religious teaching and yet only do harm to the cause which they have at heart. In this connection you quote that sledge-hammer line of Lucretius:

> "*Tantum religio potiut suddere malorum*"

and say that you have tried to write hexameters about the *religio* taught by such teachers, but have failed because the genitive plural of *ludi magister* cannot be fitted into the metre.

You, in your turn, ask me a question, and I will answer it as frankly as you have answered mine. What do I think of the change in the conditions under which the School Certificate can be obtained? Not much. I have been called and shall no doubt again be called fossilised, reactionary, obscurantent and the like, but I do not care. I have even been compared to Prof. de Morgan, who, when asked what church he belonged to, replied, "I belong to a church out of which there is no salvation and of which I am the only member." Even that comparison has failed to make me pronounce the fashionable shibboleth right.

The root idea of the changes seems to me to be that if a boy does not like a subject he not only need not do it, but that it does him mental harm to be forced to do it. I call this a pernicious, not to say, wicked idea. I believe, on the contrary, that if a boy dislikes a subject in the school curriculum (it would not be there if there were not a very sound reason for its inclusion) that is all the more reason why he should be made to study it. Ought not school life to be a preparation for life after school? You are bound to say "Yes." Very well, then, has not every one in adult life to do any number of things which he cordially dislikes? Again, you are bound to answer "Yes." Very well, then, why soften the boy's fibre and make him unfit to tackle the stern realities of life by letting him do at school only what he likes to do? No wonder that those who have had such a school life join the organized forces of irrational discontent. I would lay it down that there ought to be in every boy's curriculum at least one subject which he thoroughly dislikes. In after life he will be very grateful that he was compelled to study it. That certainly is my own experience. At my old school, there was none of this silly modern nonsense about self-determination. Those who ran my old school held the now unfashionable belief that they, having mature minds and experience of the realities of life, knew better than immature and often lazy boys what was good for them—for the boys, I mean. So they made me, much against my will, learn some mathematics. I am now very glad they did.

And should not every boy learn to use the English language competently, know some language other than

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his own, know some mathematics and some science? That was what the group system was intended to ensure, and in my opinion it is a pity that the changes now made no longer ensure this. Boys can now obtain the School Certificate with weird combinations of subjects. The School Certificate had gained a valuable place in the estimation of employers, second, and rightly second to Matriculation (or Matriculation exemption). It will lose that position now.

In my next letter—this is already too long—I will endeavour to remove the "nigritudinous layers" with which the character of Matriculation has been blackened (I wish I could claim the phrase "nigritudinous layers" as my own. By the way, you as a connoisseur of phrases, will like the phrase "aneurismatic policy" of the Board of Education, coined by that master of trenchant English, Sir Percival Sharp.).

After discussing religious education as you have done, I hope the following story will not jar on you. A preacher said, "It used to be said that the way to Hell is paved with good intentions, but nowadays it is paved with wine, women and motor-cars." Voice from the audience, "Then the sting of death is past."

Yours ever,

W. J. T.

CORRESPONDENCE

TYPES OF PUPILS

Dr. Alington, who retired from the head mastership of Eton in 1933, has been re-asserting the old truth that boys and girls can be divided roughly into two classes, the literary and the scientific. To compel both of these, after the age of 14, to study the same curriculum is a waste of time and energy for both teachers and pupils. The only compulsory subjects should be English and arithmetic. The literary boy would then concentrate on classics and modern languages, and later specialize on one of these two, while the scientific boy would give most of his time to mathematics and science with, perhaps, enough French and German to be able to read scientific books in those languages. This plan would undoubtedly tend to ease friction in many a class-room. But for the reform to be inaugurated it is necessary for the present scheme of the School Certificate to be radically changed. The number of papers to be taken might still remain the same, but each candidate should be allowed to choose what subjects he pleased, provided he took the English paper and a qualifying one in arithmetic. Every teacher would enjoy the absence from his class-room of the hopeless pupils who only serve to retard the progress of the rest of his form. Whereas the boys would escape the tedium of struggling with subjects in which they have no kind of interest. The number of pupils who are equally deficient in all subjects is very small, and they are speedily superannuated and take refuge in private tuition.

EDUCATIONIST.

THE SENTIMENTAL USHER

With reference to the comment in the October issue, p. 642, on Roscoe *v.* Chips, it is interesting to note that Mr. Roscoe's article in *The Schoolmaster* of September 1 was ably answered in that paper of September 15, where it received a much-needed corrective which is being continued.

Quite apart from the good or bad taste of Mr. Roscoe's attack—and really one wonders if he has ever read the book through—it is permissible to suggest that his own criticism is self-condemnatory. For, he says, and within the same ten lines, that the teachers' work *is exacting, and to the zealous it is absorbing in its interest and in the constant variety of human contacts which it involves.* Then he goes on to complain that Mr. Chips had *no outside interests.*

DOMINIE.

A Survey of Children's Reading.—An interesting survey of Children's Reading has been published by the Sheffield City Libraries Committee. It consists of a numerical analysis by age of readers and type of books with detailed statistics of the kinds of fiction and non-fiction borrowed by boys and by girls. The general impression gained from the statistics is that children, probably even more than adults, prefer to make their own choice of books. It is surprising to find that for every 2,090 books read through by children, only 551 are not finished. As a rule, the reasons for liking or disliking books were not easily elucidated—probably "purposive" reading is not common among children. More girls use the libraries than boys (1,644 compared with 1,046) while the majority of the readers are found between the ages of 10 and 12.

* * *

The Middlesex School Gazette.—The Middlesex Education Committees' School Gazette for October is a useful reminder of the varied educational work carried on by a progressive local authority. Descriptions of the openings of two of the many new schools built in the county are followed by a narrative of a secondary schoolboys' cruise on the S.S. *Dilwara* and articles on such diverse topics as the care of school grounds and gardens, Australian films, welding, and the British Ship Adoption Society. Each number of this excellent little magazine has always included an article on local history; this month it is on Edmonton Past and Present. The county architects are to be congratulated on the photographs of the new Council Schools at Hayes and Wembley; here is modern school architecture not only most efficient but also comely: incidentally the Wembley school is the fifth to be opened this year in the Borough, and this fact is one measure of the magnitude of the Committee's work.

* * *

School Drama.—Number 3 (price 1s.) of *School Drama*, a magazine devoted to drama in schools and in boys' and girls' clubs has just come to hand. This quarterly should fulfil a need in advising members on technical problems of stage production and in guiding readers to plays suitable for performance. Every one who knows the value of drama in education will wish it well. There are some excellent illustrations of state settings. Copies can be obtained from the College Magazine Service, 60 Worship Street, E.C. 2.

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PERSONAL PARAGRAPHS

MR. W. F. OAKESHOTT, assistant master at Winchester College, succeeds Mr. J. Bell as High Master of St. Paul's. Mr. Oakeshott was educated at Tonbridge School and Balliol College, Oxford. He graduated with first classes in Hons. Classical Mods. and Lit.Hum. His teaching experience includes one year at Bec School, London, S.W., six years at Merchant Taylors', London, E.C., and five years at Winchester College. He is the author of *Commerce and Society*—a history of commerce from the early ages, and has given considerable attention to the unemployment problem. He was granted a year's leave of absence at Winchester in order to serve on a committee dealing with unemployment in the special areas.

* * *

MR. J. R. KINSMAN, well-known authority on correspondence schools, left on October 14 by air for Australia, on the final stages of a 45,000 mile business journey, most of which has been carried out by air. Mr. Kinsman, who is managing director of the Australian firm of Hemingway and Robertson, will, when he reaches home, have travelled a distance nearly equivalent to twice round the world. Having visited nearly every capital city in Europe by air, Mr. Kinsman will travel by way of the Riviera to Italy, where he will pick up an Imperial Airways flying-boat from Rome, which will take him to Durban. Staying two days in Johannesburg and Cape Town, he will return by Imperial air-liner from Durban to Egypt, whence he will fly by easy stages to Palestine, Tiberias, Gwalior, Delhi, Calcutta, Singapore, Batavia, and so on to Brisbane. Reaching Brisbane on November 29, he will continue his journey overland, via Sydney, to Melbourne.

* * *

MR. JOHN SARGENT, Director of Education for Essex, is leaving for India where he will act as Commissioner for Education to advise the Government on educational policy. The appointment is a recognition of Mr. Sargent's achievements as an administrator, not least in Essex, where, during the last seven years, he has fostered notable developments in technical education, of which the fine new college at Dagenham is the best known. A scholar of St. Paul's and Oriel, Mr. Sargent had a wide experience of administration in Birmingham and Southend before taking office in Essex. He was the President of Section L of the British Association at the Cambridge Meetings in August, when he delivered a notable address on Some Aspects of Educational Administration.

* * *

MR. L. E. BURGESS, Director of Education for Burton-on-Trent, has retired after twenty-two years' service at Burton, following previous experience at Cardiff. He will be succeeded by Mr. A. H. Blake, who has for the last four years been Assistant Director of Education for Derby.

* * *

MR. A. M. WALMSLEY has been appointed Chairman of the I.A.A.M. for 1939. Mr. Walmsley, who was educated at Pocklington School and Jesus College, Oxford, is the senior English master at Northampton School. He has held various offices in the I.A.A.M., including the chairmanship of its Education Committee and School Library Committee, and he also represents the Association on the Education Committee of the League of Nations Union. Like his predecessor, Major L. E. Littlewood, M.C., he was an artillery officer during the War.

* * *

MISS ELLEN C. WALLER, who has been Head Mistress of The Mount, the well-known Quaker Girls' School at York, for the past twelve years, has asked the School Committee to accept her resignation as from the end of the Summer Term, 1939. Miss Waller was educated at Westfield College, London University, and graduated with B.A. Honours in Classics, 1908. After experience as assistant mistress in Harrogate and Birmingham, and as Head Mistress of Saltburn High School from 1921, she accepted office at The Mount in 1926.

* * *

A TRIBUTE to the late Mr. F. J. Gould, who had often contributed to our columns and who died last April, at the age of 82, has been published by Dr. F. H. Hayward, one of his lifelong friends. It is a reprint of the farewell address delivered at the Golders Green Crematorium on April 11, by Dr. Hayward, who speaks with admiration of Mr. Gould's disinterested labours on behalf of moral education and of his claims for a sense of synthesis in education, of historical continuity regarded with a fusion of feeling and reason.

* * *

MR. MAURICE HARRISON, Director of Education for Mansfield, has been appointed in a similar capacity at Oldham. Mr. Harrison has previously had administrative experience at Barking and under the West Riding County Council.

* * *

MR. KENNETH LINDSAY, M.C., M.P., Parliamentary Secretary to the Board of Education, has appointed Mr. R. N. Heaton to be his Private Secretary.

ONLOOKER.

In the "Montessori Training Centre" recently established by Dr. Maria Montessori and Mr. Mario M. Montessori in Laren (Holland) a training course in Child Education was inaugurated on September 21. This two years' course was instituted in collaboration with two Dutch training colleges whose pupils will study under Dr. Montessori's personal direction during five months of each year of training. Courses will be given annually at this centre.

* * *

Exhibition of Scottish Art, 1939.—In connexion with the Exhibition of Scottish Art which will be held at the Royal Academy commencing on January 6, 1939, a panel of lecturers has been formed, which includes Mr. Anthony Bertram, Miss Mary Chamot, Mr. Stewart Dick, Mr. John F. Doubleday, Mr. R. Gleadowe, Miss Beatrice Goldsmid, Mr. Raymond Henniker-Heaton, Miss Helen Lowenthal, Mr. A. E. Haswell Miller, Mr. F. Gordon Roe, Mr. Horace Shipp, the Hon. Eric Underwood and Mr. R. H. Wilenski. These lecturers are prepared to speak on Scottish art and the traditions of Scotland's national life to clubs, institutes, schools and societies. The Secretary of the Lecture Committee will be glad to answer any enquiries as to dates and fees which may be addressed to him at the Royal Academy. Specially reduced daily admissions to the Exhibition are arranged for members of schools, clubs and institutes, and special excursion facilities are provided by the railway companies.

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European History

Methuen's History of Europe in eight volumes is gradually nearing completion. The last to be published was Professor PREVITÉ-ORTON'S **History of Europe, 1198-1378.** Z. N. BROOKE'S **History of Europe, 911-1198** is published on November 3rd. No school library should be without these standard volumes, 16s. net each. Already published, five volumes covering 1198 to 1610 and 1715 to 1814.

Test Examination Papers

There are now twenty-seven books in this useful series. Recently published additions are **Post Matriculation Chemistry Test Papers,** by J. MORRIS, 1s. 6d.; **Higher Certificate Biology Test Papers,** by K. G. FOOTT, 1s. 6d.; **Higher Certificate English Test Papers,** by J. M. EVANS, 1s. 9d.; **General Knowledge Test Papers,** by R. D. WORMALD, 1s. 6d. Another useful and really original book is R. SWANN'S **Test Questions for the School Library,** 1s. 6d.

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PRIZE COMPETITIONS

The prize for the October Competition is awarded to "D. H. W.," *proxime accessit*, "V. N."

The winner of the July Competition was Mr. A. J. Ovey, 23 Woodnook Road, S.W. 16, and the September Competition was won by Mr. T. S. Morton, M.A., Dilston, Christchurch Crescent, Radlett, Herts.

"Hesperus," on whom the prize for the June Competition devolved, has not yet sent us his name and address.

We classify the forty-five versions received as follows:

Class I (*a*) D. H. W., V. N., Petit Chose, Brive, Strephon, Memus.

(*b*) Ex Or, Mal Eclos, Galgacus, Pharma, G. D., Superannuated, J. E. M., Chauve-Souris, Pluto, H. S. W., Trina, Silsden, Urbanus, Convention, Als Ob, Athalie, E. P.

Class II (*a*) Bésigue, Numéro, Brightonian, Martin, H. M. P., Fidelis, Bubenberg, Woodlea, G. E. E., G. E. M., Boo-ie, B. B., Auburn, Trinculo, Old Trident.

(*b*) Espérance, Mesh, R. E., Obolus, Onyx, Lee Anderson, W. A. C.

PASSAGE FROM AN ARTICLE IN *Les Nouvelles Littéraires* (JULY 16, 1938)

L'amour de la tradition implique l'habitude du conformisme, mais on risquerait fort de ne rien comprendre à l'âme britannique, si l'on oubliait, ne fût-ce que momentanément, qu'un Anglais ne se conforme précisément qu'à une coutume, à une habitude collective qui est aussi la sienne, et non pas à une règle imposée du dehors ni même à une formule que lui dicterait clairement sa propre raison. L'impératif catégorique n'est pas une notion anglaise, et faire son devoir, pour un Anglais, est autre chose que d'obéir à un commandement. Entre la discipline anglo-saxonne et la réglementation prussienne il y a toute la différence qui sépare l'équipe du régiment et le manoir familial de la caserne. Toutes les salles à manger anglaises se ressemblent et on y dîne partout à la même heure, mais ce n'est pas parce qu'un délégué de l'Etat ou une commission savante ont choisi l'heure et fixé la forme de la table et la couleur des papiers peints. L'uniformité relative de la vie et des mœurs anglaises s'explique non par une contrainte ni même par une obligation librement consentie, mais par la similitude innée des goûts et des besoins dont on ne se rend même pas compte, bien loin de vouloir la mettre en formules. L'Angleterre est le seul pays européen qui ne possède ni Constitution écrite, ni code pénal, ni code civil, ni réglementation écrite du procès civil ou criminel. Le droit anglais est une coutume, une tradition vivante qui, elle aussi, est toujours préservée tout en changeant toujours.

TRANSLATED BY "D. H. W."

Love of tradition involves the habit of conforming, but a great risk would be run of understanding nothing of the British mind, were it forgotten, even for a moment, that an Englishman only conforms in fact to a custom, to a collective habit which is at the same time his own, and not to a rule enforced by some outside authority nor even to a prescription dictated clearly to him by his own judgment. The categorical imperative is not an English idea, and to an Englishman, doing his duty is a different matter from obeying a command. Anglo-Saxon discipline and Prussian regulation are as far removed from one another as the team is from the regiment, and the family mansion from the barracks. All English dining-rooms are alike and throughout the country, dinner takes place at the same time, not, however, because some State delegate or learned commission has appointed the time and specified the shape of the table and the colour of the wall-paper. The comparative uniformity in English life and manners is accounted for not by compulsion, nor even by an obligation freely assumed, but by the inborn similarity of tastes and needs, a similarity which people do not even realize, much less wish to reduce to formulas. England is the only European country which has no written constitution, no penal code, no civil code, no written regulations for legal procedure, civil or criminal. English law is a custom, a living tradition; and it too, while continually changing, is constantly preserved.

One relative clause gave most people more trouble than all the rest of the piece. It was the one beginning *qui sépare l'équipe du régiment. . . .* At a glance it looked as though *l'équipe du régiment* and *le manoir familial de la caserne* were two contrasted phrases. Many and ingenious were the attempts to make sense of the sentence on this basis. But although in English we talk, rather loosely, of separating something *and* something, the more correct and logical Frenchman *sépare quelquechose DE quelquechose*. This being realized, daylight breaks; there are two separations: *équipe* from *régiment* and *manoir familial* from *caserne*. The fifteen or so entrants, out of forty-five, who refused the bait are to be congratulated. The rest had perforce to be consigned to Class II, except for the last nine in Class I, promoted in recognition of their otherwise almost faultless translations.

The three leading entries were all exceedingly good. "D. H. W." might more fittingly have put *implies* instead of *involves* in the first sentence, but on the other hand "V. N's" *uniformity* for *réglementation* (prussienne) failed to express the element of compulsion in a word which is important for the understanding of the context. "Petit Chose" had two or three minor defects of style, including the use of *they* for *on* in *on ne se rend même pas compte*, without any antecedent noun. On such fine points do we have to decide our final choice of the prize-winner, but we think readers will agree that the version by "D. H. W." is a distinguished one. "Brive's" was almost equally so, except that he recast the first sentence, from *qu'un Anglais ne se conforme* to the end, in such a way as to lose the contrast between *coutume* and *règle* —forcibly expressed in the French—and to throw the emphasis instead on *qui est aussi la sienne*. The writer does not intend to emphasize particularly that an Englishman conforms only to customs which are his own, as against other customs. "Strephon" and "Memus," like a good many others, made *précisément* go closely with *se conforme—conforms faithfully, conforms punctiliously*, whereas it must be rendered as modifying the whole sentence, as by "V. N." (*properly speaking*), "Petit Chose" (*really*), "Ex Or" (*actually*), "H. S. W." (*as a matter of fact*), "Trina" (*strictly speaking*). "Ex Or" ought to have been in Class I (*a*), but went out of his way to translate *vie et moeurs* by *principles and practice* and *salles à manger* by *dining-halls*.

Other errors included: *arrangement* or *appointments* of the table, instead of *shape; right* instead of *law* for *droit; law* instead of *trial* for *procès* (*proceedings*); and, rather curiously, *observed* instead of *preserved*. Nearly everybody recognized Kant's *Categorical Imperative*, but several did not know the meaning of *papiers peints*; the favourite guess was *coloured paper serviettes*.

(*Continued on page* 692)

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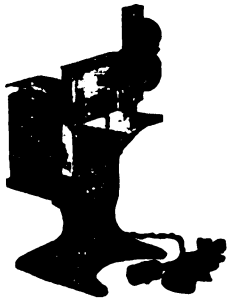

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It is unfortunate that the difficulty of the *Entre la discipline* . . . sentence was increased by the fact that some competitors' dictionaries did not explain *équipe*. The original meaning of the word is a *gang of workmen*, but a glance at the sporting page of a French newspaper will disclose its most common present-day use—*équipe de football*, &c.

" H. M. P." and " B. B." avoided the main stumbling-block, but the former apparently read *qui* for *que* in *que lui dicterait sa propre raison*, rendering it by *plainly suggesting its own reasonableness ;* while " B. B." gave us, in addition to other points open to criticism, *regulations based on civil or criminal proceedings*.

Manoir was rather a puzzle. Literally it means *manor-house*, but it is often used semi-facetiously of any dwelling, so something like *family abode* might serve for *manoir familial*. *Formule*, which occurs twice in the passage, also gave some trouble. Our own choice would perhaps have been *principle*, which could have been used in both contexts. Littré gives *confession de foi* as one meaning of the word.

The absence of a Class III is intended to indicate that all competitors this month put up quite a creditable performance ; even those who occupy the last places have no cause to feel discouraged.

" Ex Or " writes defending himself against our suggestion that there was a " howler " in his German prose translation. While we very readily believe that he quite understood the grammatical structure of the sentence concerned, we feel that he was ill-advised to translate it so very freely in the attempt to provide a substitute for a pun which Goethe may have intended but in our view probably did not. And in reply to " H. S. W.'s" comment on the same competition, we can only say that Goethe's punctuation, in these early letters, *was* somewhat eccentric. The capital letter after the semi-colon is to be noted.

We are sorry that " Mousmée," owing to a new occupation, may not have time to contribute to our competitions, which she says she has found interesting and helpful. Curiously enough, our post this month also contains a letter from " Chauve-Souris," an old friend, who tells us that she hopes to be competing regularly again after an interval caused by " a new job, with its attendant worries." We bid her welcome, and we hope before long to welcome back " Mousmée " likewise —perhaps meanwhile she will manage after all to send in an occasional entry.

A Prize of Two Guineas is offered for the best translation into English verse of the following poem by Rainer Maria Rilke.

VOLKSWEISE

Mich rührt so sehr
böhmischen Volkes Weise,
schleicht sie ins Herz sich leise,
macht sie es schwer.

Wenn ein Kind sacht
singt beim Kartoffeljäten,
klingt dir sein Lied im späten
Traum noch der Nacht.

Magst du auch sein
weit über Land gefahren,
fällt es dir doch nach Jahren
stets wieder ein.

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more than ONCE *during a given year, though the name of the competitor gaining a first prize will be published each month.*

All entries for this month's competition, which must be accompanied by the coupon printed on page 678, *must reach the office by the first post on Dec.* 1, 1938, *addressed*, " PRIZE EDITOR," The Journal of Education, *Ludgate Broadway, E.C.* 4.

Prize Essay Competition

OCTOBER, 1938

The essays for this competition fell far below the October average in number but not in quality. The circumstances in which they were written was quite enough to account for their paucity : the awful uncertainties of September deeply affected all classes of the community, school children included. Amongst candidates courageous enough to think of essays and competition at such a time there was a very fair standard of good work ; and the Editors of *The Journal of Education*, cognisant of this, decided to award the usual prizes, one for Juniors and one for Seniors.

Two of the Juniors wrote on the Royal visit to the Glasgow Exhibition and the launching of the " Queen Elizabeth." In spite of some mistakes as to facts, the work was satisfactory. The prize-winner chose a subject that provided more scope for observation and the play of fancy ; and in " A walk in autumn," took advantage of these. She was Frances O'Haire, and her work was well up to the prize standard.

Two Seniors were in close competition for the prize in that section : Cicely Hastings and Patricia Kiernan. The former selected this verse as a motto for her essay :

" It walks on the water and whirls the mills,
And talks to itself on the tops of the hills."

That was a breeze of wind that, beginning in Malaysia crossed land and sea to Somersetshire, varying in force on the land and water it traversed. This happy idea provided much scope for the ingenious exercise of the imagination, and gave opportunities for contrasts in description. Her rival's essay dealt charmingly on the interests of the old French town of Bayeux. Both were good essays, but Cicely Hastings' work was on the whole superior and gained the Senior prize.

The essays were classed as follows :

JUNIORS

CLASS A.—*Prize :* Frances O'Haire, Notre Dame High School, Glasgow.

CLASS B (in alphabetical order) : Edith Lyons and Mary Quinn, both of Notre Dame High School, Glasgow.

SENIORS

CLASS A.—*Prize :* Cicely Hastings, St. Mary's Priory, Princethorpe, Rugby.

(In alphabetical order) : Elsie M. Coombes, Walthamstowe Hall, Sevenoaks ; Betty Enever, St. Dominic's School, Harrow-on-the-Hill ; Patricia Kiernan, Notre Dame High School, Glasgow ; Joan Lavery, Notre Dame High School, Glasgow.

CLASS B (in alphabetical order) : Philippa Horsfield, St. Mary's Priory, Princethorpe, Rugby ; Maureen Johnson, Notre Dame High School, Glasgow.

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TOPICS AND EVENTS

Grants for Reorganization.—The Board of Education's Circular (No. 1464) announces an extension of the period during which the special 80 per cent grant for capital expenditure on the reorganization and development of elementary education is valid. The final date for the special grant is to be December, 1943, instead of December 3, 1940, as originally fixed, but authorities desiring to take advantage of the extended period must provide evidence of definite progress in reorganization. Apparently, the Board is impressed by the act that reorganization has been backward in rural areas, where only 38 per cent of the children are in reorganized schools compared with 77 per cent in urban areas. Doubtless, too, the increase in the price of materials and the demands of industry and rearmament have hindered progress in the rebuilding and extension of existing schools as much as in the provision of new premises. It is to be hoped that the extension of the time limit for the special grant will not be made an excuse for inaction by backward authorities: as Lord Stanhope reminded us recently, it had been anticipated that the work of reorganization would have been completed by September, 1939, when the school age is to be raised everywhere.

* * *

A List of Books on Domestic Subjects.—The School Library Association has given evidence of vitality and a progressive outlook since its formation in 1936 and the admirable series of book-lists that it has produced in co-operation with the " subject " associations have been of the greatest value to school librarians. The latest list—a list of books on Domestic Subjects suitable for School Libraries has been published in co-operation with the Association of Teachers of Domestic Subjects. Carefully classified and fully annotated, it deals with every phase of domestic science from nutrition and cookery to laundry work and interior decoration. We particularly noticed the useful selection of books suitable for staff reading. The book list, price 7d., post free, may be obtained from the Secretary of either Association (Gordon House, Gordon Square, W.C. 1), and should be on order for the library of every girls' school or mixed school.

* * *

New Students' Club.—Beside the British Museum, at 101 Great Russell Street, W.C., the University Labour Club has opened premises. They are over " The Cheddar Roast," restaurant, celebrated among connoisseurs for its many varied cheeses and fine cooking. "We are building up a library of reference books on subjects valuable to students past and present," says Secretary Hugh Falkner. " Journals and magazines from abroad and unobtainable from most newsagents, will be one of our specialities. But our library will not compete with the British Museum Reading Room. On the contrary, members will find the museum a useful annexe. Our library is designed as a quiet room where one can sit and think great thoughts—or just sit." The club room, decorated by Charlie Rowe—whose stands and murals have been a prominent feature of every Radiolympia—are ideal for the social activities of the U.L.C. They represent the history of Britain and the growth of Labour ideals. Discussions on social and political problems, lectures and debates will form part of the club's activities. There is a lounge and a bar complete with amenities. Here men and women of different views can play games or sit and talk and learn together in an atmosphere of progressive scholarship.

* * *

The Dramatic Art.—Many readers will be interested in the announcement that a New Year Vacation Course of the Art of Acting and Dramatic Production, organized by the Little Theatre, Citizen House, Bath, will be held at the Everyman Theatre, Hampstead, from December 30 to January 8. This Course will include a thoroughly practical and individual training in every branch of play production and stage technique. Acting parts are guaranteed to every member, if desired, and public performances are given at the close of the Course. The value of these may be gauged from the fact that a very large number of professional successes have been gained by members during the past years and members trained at the drama courses organized by Citizen House are now included in some of the best known West-end actors and producers. The plays put into rehearsal will include Shakespearean, Eighteenth-century and every type of modern drama, including poetic drama, impressionist plays and phantasy, also plays especially suitable for schools and communities, so that every member obtains as wide a knowledge as possible of every form of production. The schools organized by Citizen House in Bath and London are the only courses in the country in which every detail of the work is undertaken in actual theatres, and consequently they are of the most practical and helpful nature. The Course will be limited to some fifty men and women in order that the maximum personal tuition may be given. The fee for the Course, two and a half guineas, together with a booking fee of half a guinea for membership. Application should be made to the Hon. Secretary, Little Theatre, Citizen House, Bath. Readers who are not free to join the course, are invited to attend, as guests, the final performances of plays at the Everyman Theatre, to be given by the members of the New Year School on Sunday, January 8, 1939, at 2.30 p.m. Frequently these plays prove of the utmost service, since they are ones that can readily be adapted for school presentations.

* * *

Physical Education Courses.—The Ling Physical Education Association has published a pamphlet which meets a long-felt need among those who wish to adopt the profession of physical training. This pamphlet, *The Physical Training Colleges and Courses for Women*, gives lists of the three-year, one-year and shorter training courses at the Physical Training Colleges, with details as to the fees, scholarships and bursaries available, the length of training necessary to obtain the diploma in the theory and practice of physical education of the University of London, and the posts open to students after training. Part of the pamphlet is devoted to the training in leadership organized by the Central Council of Recreative Physical Training, the Ling Physical Education Association, the National Council of Girls' Clubs, and the Physical Training Colleges which hold special courses in recreative physical training. The preface by Miss C. M. Read, of the Bedford Physical Training College, President of the Ling Physical Education Association, gives an account of the training in the physical training colleges, with a strong recommendation on behalf of the three-year training; it includes also a brief history of the Ling P.E. Association and its work in this country.

* * *

Approved Courses for Teachers.—The Board of Education has announced in List 178 (October, 1938) the approved Term Courses for serving teachers which will be held in accordance with the terms of Circular 1453 during the Spring Term, 1939. These courses were instituted primarily to enable serving teachers to extend their knowledge of certain subjects, particularly practical subjects, which now form part of the curriculum of reorganized public elementary schools. During 1937–8 more than 700 teachers attended these courses, and, with the addition of new courses to the List, the Board hopes that still more teachers will be encouraged to take advantage of this means of extending and refreshing their knowledge in subjects for which they have a special aptitude.

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The Schools and Air-Raid Precautions

No one who lived through the last week of September, 1938, is likely to forget the alternating moods of uncertainty, hope, depression and gladness mingled with uneasiness which affected the entire Nation. The world was brought to the brink of war and miraculously escaped. And now that the first feelings of immense relief have passed, there is a general stocktaking which extends not only through matters of national policy but also explores the ways in which the crisis was met.

The schools were for the first time in history immediately involved in preparations for war, and the time is opportune for a consideration of the way in which they met the crisis. In the very forefront of the national measures to meet the emergency came the measures to safeguard the nation's school children. The scheme for the evacuation of London schools became a matter of the highest importance. The tributes that have since been paid to the London teachers for their zeal and readiness to carry through that scheme successfully have been many and sincere. And now that the crisis is receding into history it is necessary to consider whether the precautions planned for the safety of the schools were both sound and sufficient.

On the whole it must be said that the preparations—with the sole exception of the London scheme for evacuation—were quite inadequate and unplanned. The controlling necessity for these precautions is to save the children from the perils of air raids. This involves not only protection against high-explosive bombs but also against poison gas. The responsibility

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for the planning and execution of those precautions falls on the State and on the local authorities. It must be admitted that that responsibility was inadequately met.

The general direction of Air Raid Precautions has rightly been vested in the Home Office. The Board of Education co-operates in extending these precautions to the schools and by means of conferences with local authorities and teachers the Board was able to give general advice on the procedure to be followed in the event of hostilities. This advice may be summarized as recommending evacuation from the large cities, in particular the Metropolis, closure of schools for a week elsewhere, and the preparation of local schemes for the protection of children while in school or on the way to school. It is easy to be wise after the event but there is good reason for saying that the suggestions were too general and insufficient both in extent and in detail. The London scheme worked well, but the position in the extra-Metropolitan area was not satisfactory. Greater London is no more secure from air raids than the area governed by the L.C.C., and any future scheme for evacuation must take in practically the whole of greater London and must, therefore, include parts of Essex, Middlesex and Surrey. As for other large cities such as Sheffield and Birmingham it appears that evacuation schemes were prepared in the emergency, but whether the children would have been adequately provided for after evacuation had begun is at least open to doubt. Billeting, sanitation, rations—these are aspects of evacuation which must be reconsidered now. They cannot be left to chance on another occasion.

In areas where evacuation was not needed the precautions taken varied in effectiveness according to the wisdom of those in charge. The simple and useful protection of trenches was resorted to with varying results. It should have been generally recognized that trenches four to five feet deep (and not eighteen inches to two feet) are quickly dug on the fringe of playing fields. Simple instructions in the use of gas masks could have been given to supplement the efforts of A.R.P. personnel engaged in their distribution. But this elementary measure of safety was not applied in the great majority of places. Schemes for protection in gas-proof rooms, and for rendering first aid should have been prepared, but they had not even been considered. A detailed scheme for the protection of the schools in one Lancashire borough (Eccles) has been published in a contemporary: it is, perhaps, too meticulous a scheme but it at least errs on the side of thoroughness.

The plain fact is that the crisis found the schools unprepared against air raids and with few exceptions the local authorities had not taken adequate measures to meet such an emergency. It is common knowledge that the Government is now as aware as the local authorities of the failure of many authorities to make reasonable preparations. Doubtless some measure of increased central control and oversight will result and in the circumstances this is inevitable.

Where a local authority faced squarely up to the emergency—as did the L.C.C.—and took care to consult the teachers at every stage, the results were reassuring. One lesson of the crisis is that local education authorities should be compelled on pain of loss of grant to produce A.R.P. schemes for their schools within a reasonable time, and they should be reminded where necessary that the co-operation of the teachers, which will be given with alacrity, is vital.

Some hard thinking is also required on the subject of bomb-proof shelters and dug-outs. It is being argued in some quarters that an adequate provision of shelters at school will render evacuation (a costly process) quite unnecessary. Why go to the expense—it is argued—of evacuating children by train or bus and billeting them at so much a week when at smaller cost they may be protected in bomb-proof shelters? This may be the case in some areas but not in London. For the London children evacuation is the only solution.

Moreover, evacuation can be fully planned in peace time if simple temporary buildings are erected in rural areas to serve normally as holiday camps and in war time to become the nucleus of evacuated schools. In this way some light will be thrown on problems of sanitation and feeding, and evacuation from a crowded city to the fresh air of the countryside will be given its true value as a holiday for children in peace time in addition to being a safeguard in war time.

To conclude: the recent crisis has impressed on the Nation the need for an immediate and extensive overhaul of Air Raid Precautions for our schools no less than for the homes. But there is no one who will not devoutly hope that they may never be needed.

The Jubilee of J. M. Dent & Sons, Ltd., 1888–1938.—On the evening of their Jubilee Day, October 20, Messrs. Dent held a celebration dinner at Stationers' Hall, and on the same day they published *The House of Dent*, 1888–1938, which consists mainly of the autobiography of the founder of the firm—*The Memoirs of J. M. Dent*—to which four additional chapters, covering the last sixteen years, have been added by the founder's son, Mr. Hugh R. Dent, the present Chairman of the Company, who has been with the firm throughout its fifty years. The first books, with the imprint of J. M. Dent & Co., were issued on October 20, 1888. The books were an edition of Lamb's *Essays of Elia* and *Last Essays*, newly edited by Augustine Birrell, and they inaugurated *The Temple Library*. The firm was founded by Joseph Malaby Dent, who had come to London from Darlington twenty-one years before, and had built up a bookbinding business before he undertook publishing. Dents soon became well known not only for its series of reprints of standard and famous works, such as the *Temple Shakespeare*, in forty volumes, the *Temple Classics*, &c., but also for newly written series like the *Medieval Towns*, the *Temple Cyclopaedic Primers*, and the *Haddon Hall Library* of outdoor recreations. At the same time new authors figured in their list, including early books by H. G. Wells, Maurice Hewlett and G. K. Chesterton, and some fine sets of authors like Balzac in forty volumes, Dumas in sixty volumes, and Sienkiewicz in twelve volumes. J. M. Dent's crowning work in making the classics available to the multitude, in desirable yet cheap form, was the foundation of *Everyman's Library* in 1905, no less than 155 volumes being issued in that first year. Four years later the Library had reached 500 volumes, and included already a systematic selection of recognized literary masterpieces.

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OCCASIONAL NOTES

THE crisis is past! Our first occasional note last month was on Czechoslovakia, the new State sanctioned by the Peace Conference of 1919. Since that note was published, Czechoslovakia has been reduced in area and population by the cession of the areas inhabited by Germans. This was achieved by agreement, to the lasting credit of the Prime Minister, Mr. Neville Chamberlain. National thankfulness that a European war has been avoided combines with the hope that the new Czechoslovakia, serious as may be the economic and strategical results of its reorganization, will be in a better position to preserve and develop its cultural ideals. The cession of territory to Germany, Poland and Hungary, achieved or contemplated, will produce a more homogeneous state, mainly Slavic in character. In education as in religion, national characteristics tend to clash. In our own country, Scottish education has never been controlled by the English Board of Education; and Wales has claimed, and in some measure obtained, educational autonomy.

Czechoslovakia.

SOME form of national service is on the political *tapis*. Sir Auckland Geddes has suggested the creation of two new Ministries—a Ministry of Supply and a Ministry of National Service. Compulsory *military* service or conscription may not be the standard form of service, for our Nation has never aspired to a huge army on the Continental model, nor is the purpose of such an army obvious. But every citizen, man or woman, under the age of sixty should know how he can best serve the State in times of emergency, thus avoiding the great waste of goodwill and effort during the Great War. Teachers "joined up" in great numbers but many felt a sense of frustration because their abilities were not used to the greatest advantage. If our schools knew beforehand which of their teachers would be required for one form or other of national service, it would be possible to plan arrangements for their work. During the Great War, women teachers in considerable number took the places of men in our schools. Conditions have changed; and the number of ways in which women can render national service has been greatly enlarged. Many retired teachers would be happy to resume the toga in times of national emergency. Every form of preliminary training will be vivified as soon as a national policy is adopted.

National Service.

IT would be out of place for this *Journal* to comment on questions which are giving rise to acute political controversy, but we can at any rate welcome the great tribute paid to the teachers by Mr. C. Robertson, Chairman of the Education Committee of the London County Council. He asks what other nation could have faced the task of building up from nothing in a fortnight an organization capable of moving over 500,000 children, ranging in age from 3 to 17, divided among nearly 3,000 departments and spread over about 200 square miles. Every parent had been consulted, and every school was ready to move to an appointed station at an appointed hour to an area where the local education authority had been warned to expect them. "If," says Mr. Robertson, "there are any who are still inclined to criticize the teaching profession of this country they should take note of the fact that over 20,000 teachers undertook voluntarily and without question to take the children in their charge out into the country, to keep them together in school units, and to do everything in their power to keep their education going. If there are any who still doubt the confidence reposed by parents in their children's teachers they would do well to note that in the result of the parents' meetings some 80 per cent of parents were ready to entrust their children to the teachers." These generous words will not easily be forgotten.

The Crisis.

DURING the month the National Council for Recreative and Physical Training held its annual meeting when a record of definite progress was reported. The number of training courses increased in 1938 to 125 compared with 10 in 1936; demonstrations and lectures numbered 350 compared with 25, and whereas two years ago there were 500 leaders on the national register, now there are 3,500. In the same way the number of industrial concerns visited has risen from 10 to 300. There is, however, considerable leeway to be made up: less than 50 per cent of the population over 14 have facilities of any kind for physical training. Moreover, there is a lack of trained instructors and the proposed National College for Physical Training has not yet been erected. We must also note that the movement suffered in its initial stages through a failure to consult with and appeal for the co-operation of local authorities. There was far too much benevolent dictation from above; the machinery was unwieldy and unnatural. Nevertheless, the aims are sound and deserve to be successfully attained.

National Fitness.

FOR some months a Joint Committee of the A.E.C. and N.U.T. has been at work on the question of the curriculum of the extra year that will be added to the school age in 1939. The Committee has now issued its report* and it has received a good Press. Very wisely the Committee recommends that the extra year should not be regarded as an isolated unit, but that the whole of the curriculum of the senior school should be reviewed and remodelled to include the additional year. This means the planning of a four-year course and not the mere addition of a subject or subjects for the last year; if, for example, a foreign language is to be taught

The Extra Year:

* The Extra Year (University of London Press, 3s. 6d. net.)

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it would be folly to introduce it merely during the last year. There is every reason for supporting this recommendation that the curriculum should be reviewed as a whole, and the fact that teachers and local authorities join in recommending it is an augury for its general adoption.

THE report advocates that education for citizenship and leisure should form part of the curriculum in senior schools, and despite the diverse views held by educationists as to what is the exact meaning of citizenship, in this connexion most people will agree that a child should receive some preparation for the duties that will have to be shouldered when he becomes of age. Some knowledge of our system of government (local and national), some understanding of a citizen's responsibilities in matters of health, communal life, education and the building up of a good home life—these are, at any rate, part of citizenship. Education for leisure is also advocated in the report, and it is recommended that hobbies should be encouraged and school societies developed. In this connexion the new senior schools may learn a good deal from those enlightened secondary schools where the examinations are not allowed to overshadow all else, and school societies are one of the most valuable features in the out-of-school activities. Is it significant that the report suggests that in the senior schools these societies should meet during normal school hours? In secondary schools they meet invariably after normal hours.

Education for Citizenship.

AT the International Conference on Documentation held at Lady Margaret Hall, Oxford, Mr. H. G. Wells spoke on his familiar thesis of the need for co-ordinating and bringing up to date the knowledge available for mankind. He contrasted the great forces let loose in the world, the armies, navies and political ideologies with the comparative timidity and inaudibility of the universities, especially in times of crisis. Mr. Wells stated that when he asked teachers whether they would not like to have "a really big encyclopaedia supplying material for your lessons," they "flared up" and retorted that they were "making" a new world as fast as it could be made! He felt, however, that what they were doing was "something quite pitiful in relation to what ought to be done." For our part we should prefer to say that Mr. Wells is on sound ground in demanding the co-ordination of modern knowledge, which is haphazard, but that in his enthusiasm for revitalizing the curricula of our schools he does not perhaps fully appreciate the varying capacities of the pupils who must follow these curricula. But this does not mean to say that we should listen complacently to Mr. Wells: no one in our time has a richer flow of ideas and a keener intellectual curiosity.

Mr. Wells on Encyclopaedias.

DURING the month the Institute of Education has moved from the familiar premises which it has shared in Southampton Row with the Central School of Arts and Crafts and is now located in the new building on the University site in Bloomsbury. Here it will have far greater accommodation and more suitable equipment such as are now needed by the largest teachers' training department in the British universities. The Institute is far more than a training department, however, for it is a centre of research and a meeting ground for students and observers from abroad, particularly from the Dominions. Nor should it be forgotten that the generosity of the Carnegie Corporation of New York has enabled eight fellowships to be held at the Institute annually by suitably qualified students from abroad. We cannot help reflecting that the foundations of the former London Day Training College were well and truly laid by Sir John Adams and that the organization was nobly expanded under the direction of Sir Percy Nunn. We hope that the present Director, Prof. Clarke, will soon be restored to health and able to resume duty in the new premises.

The Institute of Education.

MR. E. A. CRADDOCK, the Editor of *La France*, has issued a vigorous little pamphlet entitled, "The Threat to the Teaching of French." He is alarmed at the abolition of a compulsory pass in a modern language at the School Certificate examination. This he ascribes as a result of the numerous failures among candidates taking French and he is concerned at the evidence these failures provide of unsatisfactory teaching and of unsuitable tests at the examination. He regards it as unreasonable that pupils who have devoted a minimum of four periods a week for five years to the study of French should fail in such large numbers. This is a view which is generally held and we think is not without justification. Whether the causes for the failure are necessarily those stated by Mr. Craddock is open to question. He quotes eight principal causes and he offers remedies, which are in effect a plea for the increased adoption of *the* direct method.

The Teaching of French:

AMONG the causes of the many failures he suggests that methods of teaching are changed too often and too abruptly; as, for example, when the direct method of the first year gives way to translation methods in the next. Then the earlier study is often too intensive and dull, and the subject-matter is devoid of interest; too much written work is required and far too many tests are set. Moreover, examinations dominate the teaching. Mr. Craddock would have far greater recourse to conversation and abundant reading during the first three years in order "to fix correct visual and muscular habits." "Speech must come before reading and reading must come before writing." But it must be interesting reading. He declares that he is an onlooker and so he may not fully appreciate the point of view of the master labouring with the average class of boys, many of whom are not and never will be linguistic. But we cannot help feeling that he has made a strong point in his advocacy of more

Some Suggestions for Reform.

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reading and more interesting material. And in his criticism of frequent changes of method we think he might well address a reproof to some members of the Inspectorate. There are too many advocates of differing methods among inspectors for teachers not to be adversely affected by their divergent views.

THE Chief School Medical Officer for Dublin has produced a report which is not only of great value in the capital but shows the extraordinary lop-sided development of the country in general which has been taking place during recent years. The number of children attending National (Elementary) Schools in the whole country has fallen by about 40,000 during the last ten years, while during the same period the number attending Dublin schools has increased from 54,000 to 82,000. Apart from educational considerations, this " flight from the land " in a mainly agricultural country makes the ordinary man think that there is something seriously wrong. It has thrown a burden on the Dublin education authorities which we can scarcely blame them for being unable to shoulder at once. It has led to appalling overcrowding in class-rooms and defects of means of cleanliness, exercise and nourishment which are all the more deadly because the children generally come from overcrowded homes too poor to provide any of these three primary requisites for children. So Dr. O'Brien finds uncleanliness, undernourishment, defects of eye, throat and teeth prevalent. She suggests more frequent medical inspection, nursery schools, meals, physical training and special schools for the mentally deficient. A brighter side of the picture is the announcement that thirty new schools are in the course of erection or are about to be built in Dublin. The authorities cannot be blamed. They have already built many schools and would have done more if it had not been for the long drawn out builders' strike last year.

Southern Ireland :

A LONG-STANDING grievance of secondary school teachers has been settled. The managers or head masters were not allowed to give members of their staffs or even themselves leave of absence for a single day without incurring severe penalties. The claim of the department officials to dictate what were sufficient reasons for absence has been partly withdrawn, and the manager or head master may now give leave of absence to a member of his staff—and himself—to be absent for two days each term or five in a year. It was an interesting example of the exercise of petty tyranny by petty officials when they think that they see an opportunity of showing their power. Its glaring absurdity was seen in the fact that they could not prevent the head master from closing his school altogether whenever he personally wished to do so but they could and did enforce their rule when he or one of his staff wanted to be away for what he deemed a sufficient reason. The penalty was loss of a whole year's service in computation of pension, although the teacher had to pay his pension contribution for that year and the Department refused to refund it to him.

Leave of Absence.

OF late years there has been considerable development in adult education, in various forms, in Wales. This has been accelerated by the urgent problem of unemployment of a high proportion of young people and adults owing to industrial depression. Recently, there has been an expression of some disquietude as to whether the campaign was not being conducted on too many unrelated fronts. There have been at least five important organizations concerned with adult non-vocational education, namely, the Workers' Educational Association, the Extra-mural Department of the Welsh University, the Welsh Council of Social Service, the local education authorities and the Y.M.C.A. Examples have been quoted of small towns in which all these organizations have been at work competing for clientèle, trying to provide competent lecturers, with different regulations, scale of fees, &c. The result must be overlapping, dissipation of effort and waste and inability to obtain the services of the most competent people as tutors, leaders or members of committees. This rather reminds one of the pathetic footnote sometimes seen on newspaper announcements of social events —" Please do not clash ! " It is said that there are now nineteen grant-earning authorities dealing with vocational education and eighteen dealing with non-vocational education in South Wales. Surely the time has come for the rectification of this anomaly ! It is not improbable that delay in bringing about co-ordination is due to fear of control by official statutory bodies but, if the modern trend of educational development, based on wider vision, is to continue, then it ought to be possible for Wales to give a lead in a national scheme for non-vocational education with well-built regional divisions securing the adhesion of both voluntary and statutory bodies.

Co-ordination in Adult Education —Wales.

THE Welsh Council of Social Service has gone ahead in the establishment of educational settlements —nine such settlements having been established in the last few years. Probably the best known is that of Maes-yr-Haf (the Summer Field) in the Rhondda Valley —a propitious name for an institution standing in the winter of the Rhondda's misery ! Around this settlement are grouped boys' and girls' clubs and occupational clubs for men and women—in all about 5,000 members. In addition to these settlements there are some 230 men's clubs and 180 women's clubs, representing a total membership of about 43,000. These clubs and settlements have usually been placed in centres where the economic and social need is greatest, and so it generally happens that the opportunity presented by the facilities which local education authorities can, and often do, offer is not made use of. In particular, one thinks of classes in crafts and physical training. Where the need is so great and the possibilities illimitable it would appear that, here again, lie opportunities for partnership between statutory and voluntary bodies. Local education authorities, through their evening institutes and adult education classes, deal with a portion of the

Educational Settlements.

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population between the ages of 18 to 25, whereas voluntary organizations for adults usually attract people over 25 years of age. Does the one stage lead to another? It is doubtful under present conditions. Co-ordination should meet this difficulty and reduce the calls on philanthropic individuals at a time when the State, and the individual, need to be particularly careful of the spending of every penny.

The Welsh Language.

SINCE the Welsh Commission on Welsh in the Schools of Wales published its report, some twelve years ago, little information of an authoritative character has been forthcoming as to the progress which any new policy, founded on that Report, for making children in the schools of Wales bilingual has made. In the meantime, the Urdd—an organization mainly for children of school age, has been actively at work; two large national societies for assisting in securing the greater efficiency of teachers in the language have been in being—and three perfervid Welshmen, including a teacher, set fire to an aerodrome in North Wales. But the Report does not appear to have "set fire to the river Taff!" The Rhondda was reputed, despite its influx of "foreigners" in the heyday of its industrial prosperity, to be one of the strongholds of the Welsh language. Here was the valley where every chapel had its Eisteddfod, its choral society, its literary society—all in Welsh. Children played on the streets in Welsh. Some eight or nine years ago the Rhondda Education Authority sturdily embarked on a policy in accordance with the Report. By this time almost every child and young person in the Rhondda should be bilingual. What are the facts to-day? Board of Education inspectors report that 1,055 pupils in its primary schools are able to speak Welsh; 2,667 are able to understand Welsh but not to speak it and 17,315 have no knowledge at all of the language. Though the work in the infants' departments is well done the link with the junior departments is not well forged and this is even more evident when the child moves to the senior department or school. This is conclusive evidence that the Welsh language is losing its grip and that Wales did not take advantage of the great opportunity which the Report provided.

The Class Teachers' Conference.

THE Conference of the National Federation of Class Teachers at Cardiff was concerned with two main topics—the basic scale and the demand for a reduction in the size of classes. Mr. Ralph Morley, in moving a resolution advocating that the Burnham Committee should frame a basic scale on which the salary of every publicly employed teacher should be made absolutely to depend, said that no sectional solution of the salary problem would ever satisfy teachers, and claimed that the basic scale would rectify all anomalies and sectional grievances and at the same time unify the profession. The fact that an amendment asking for the abolition of Scale II, the abolition of the halt, equal and larger increments for men and women, and an eventual minimum of £200 for all qualified teachers, was largely lost, and the original resolution carried with only three dissentients, indicates a unity among class teachers which is not, we believe, shared by other branches of the profession. On the other hand, there will be almost universal agreement with the contention of the President, Mr. Philip Matthews, that reduction in the size of classes is the most vital and most urgent of all reforms.

The Activities of the I.A.A.M.

THE October issue of the *A.M.A.* is a special recruiting number, designed to present to prospective members of the I.A.A.M. a detailed record of the various activities which the Association carries on in the interests of the profession and of education. The record, as a leading article rightly claims, is an impressive one, and it is justifiable to say that the Association is recognized by local authorities, by the Board of Education and by the educational world in general as the one body completely competent to voice the views of assistant masters in all types of secondary schools. The accounts of the work accomplished by the various sub-committees, the Defence Society, and the numerous representatives on university examining boards, are evidence that the Association combines close regard for the interests of its members with constant attention to wider educational issues. It asks for support, not only because it can offer very solid advantages to its members, but also because it needs the help of all assistant masters in secondary schools if its work is to be maintained and extended. We offer our good wishes to the Association in the effort it is making.

Commercial Education in Scotland.

IN an address to the Edinburgh Rotary Club, Mr. J. B. Frizell, Education Officer for Edinburgh, said that the greatest problem of education for commerce was to persuade the average employer that it was his duty to grant to his junior employees facilities for attendance at suitable courses, and to give due recognition where their studies had a successful result. Such an attitude was necessary in the interests of education in order to direct some of the more gifted pupils to a commercial rather than a professional career. He emphasized the need for proper accommodation and equipment in the training of commercial students. We had lagged behind other countries in this respect, he said. In the United States and in some Continental countries one found in the commercial colleges a generous provision of up-to-date calculating and book-keeping machines. The buildings, also, were usually specially designed for a functional approach to the education and training of those engaged in commerce. Too often in this country commercial students had to be content with some ancient school building, poorly equipped and quite unsuitable for adult students. Our methods of study, also, were too academic and out of hand with everyday realities. If there was to be any real reform the business world would require to show a more active interest.

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SOME time ago Sir Alexander MacEwen suggested to An Comunn Gaidhealach the advisability of establishing in the Highland areas folk high schools on the model of the folk high schools of Denmark. The proposal raised a good deal of interest and already an attempt is being made to carry out the idea on practical lines. A site has been obtained on the island of Canna. The proprietor of the island is deeply interested in the scheme and is putting at the disposal of An Comunn a suitable house and land. The idea is to attract young men and women between 18 and 30 and train them in a Gaelic atmosphere with a view to promote the economic development of the Highlands. The accommodation is sufficient for eight or ten students together with staff. Another similar scheme, on the initiative of Sir Daniel Hamilton of Balmacara, is being considered by the Ross and Cromarty Education Committee. Sir Daniel has offered to put at the disposal of the Committee, Duncraig Castle, Plockton, for use as a school for the practical education of the young. The estate can provide shore gravel for making concrete blocks, material for making bricks, good larchwood for boatbuilding, &c., and girls could be trained in milking, poultry-keeping, spinning and domestic science generally. The experiment will be watched with interest by all who are interested in education.

Folk Schools in the Highlands.

THE Public Assistance Department of Glasgow Corporation arranges to board out with foster-parents in the Highland counties the children committed to its charge. These are either orphans or children whose parents have been deemed unsuitable to have charge of them or have been unable for various reasons to care for them. Some criticism of the system was voiced at a recent meeting of the Inverness County Council, in whose schools the children are educated. A recent report of the Public Assistance Department seems to suggest that there is very little if any ground for the criticism. Many of the children prove highly intelligent, and where their abilities warrant, opportunities are afforded them of securing higher education. The result is that some of them have found their way into responsible positions in the medical and nursing professions, the Civil Service, commerce, the ministry, &c. At the present time, four girls and two boys are training for the teaching profession. One young man has almost completed his university course in medicine, while two are training for the Church. Four girls are working as probationer nurses and three are attending college with a view to entering the Civil Service. The percentage of failures among these wards of the City is very small, and the Committee has every reason to be proud of the success of its work.

Glasgow's Boarded-Out Children.

IN the current number of our contemporary *English* appears an article by Mr. Nowell Smith explaining an attempt that is being made by a Joint Committee of the Classical and English Associations towards breaking down the barrier which now exists in schools and universities between English and Greek. The English Association has succeeded in its object of securing a due share of attention to English in the education of boys and girls. But for one reason and another English studies have increased and multiplied with very slight and decreasing connexion with Latin, and practically none with Greek. Yet all English literature except the novel is so much influenced by Greek and Latin literature that no serious student of the former can help needing some real knowledge of the latter. The suggestions so far made by the Joint Committee include a new kind of Greek syllabus, alternative to the established syllabuses, in the Modern Studies Group of the Higher School Certificate. The syllabus is specially designed for its purpose, and not as an avenue leading to an honours degree in Greek or Classics.

Greek for Students of English Literature.

IT is to be doubted if modern language masters think sufficiently of French and German films as an aid to their teaching and as a stimulus for the arousing of interest in what their pupils may look upon as a dull subject. Since the time, more than ten years ago, when M. René Clair introduced French films to London with the charming *Sous les Toits de Paris* and the more amusing *Le Million*, there has been a succession of first-class pictures to be seen. One remembers *Ces Messieurs de la Santé*, *La Grande Illusion*, *Poil de Carotte*, *La Maternelle* and *Le Double Crime*. At present, there are at least four cinemas in the West End that specialize in foreign films. Even if students cannot follow all the dialogue, the sub-titles given in English enable them to understand the plot. It is brought home to them that there are people who speak this strange tongue, and they see before their eyes how French habits differ from ours. When contrasted with the usual American output, they realize how superior is the French acting and how the facial play and gesticulations help them to follow the plot. It is true that these films can rarely be seen in the provinces, although *Un Carnet de Bal* has been widely distributed. This film gained the first prize at the Venice Film Congress in 1937 as did *Prison sans Barreaux*, now showing in London, in 1938.

Foreign Films.

MR. A. D. LINDSAY has retired from the Vice-Chancellorship of Oxford University after three years' service, a period of great development, thanks especially to Lord Nuffield. In his valedictory report, Mr. Lindsay expresses opposition both to a permanent Vice-Chancellorship and to the automatic appointment of the senior College Head as Vice-Chancellor. The tradition that the head of a college should alone be eligible for this office is so firmly rooted that he does not canvass the question of the eligibility of other masters of arts. Most professors may be lacking in the necessary dignified ease; but, occasionally, some world-famous scholar may be available who would add lustre to the office and fertilizing ideas to the work of the University. This demand may be expected to arise when Oxford

Oxford University.

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becomes more scientific under the Nuffield benefactions. The subjects Lord Nuffield specially desired to promote —medicine, science, economics and sociology—are not at present strongly represented among the heads of colleges.

London University Library.

THE new Library in the University of London building in Bloomsbury is now in working order. There are two main reading-rooms, north and south, on the fourth floor, offering ample accommodation, more probably than will be required for some years to come. The Goldsmiths' Library of Economic Literature occupies a separate room and a room for magazines and journals will soon be available. One of the most valuable privileges of membership of Convocation, of which graduates who have neglected to join may be reminded, is the privilege of borrowing books from the Library. There is in addition an extensive system of issue of books for extension and other classes, and this service extends also for external students. The last report of the Library Committee states that 133,170 were issued in 1937 and that the personal attendances at the Library were 17,818, the number of readers using the Library being 7,300. An important feature of the Library is the collection of theses for higher degrees. The Library was established in 1838 by the gift of a few books and has celebrated its centenary by taking possession of its new quarters in Bloomsbury.

Memories of Lister.

THE number of surgeons who worked with Lister is sadly dwindling. One survives in Sir St. Clair Thomson, who was house surgeon to Lister in 1883. In opening the new session at University College Hospital Medical School, he described Lister as the greatest of all masters of surgery. Lister was a true son of London University, graduating forth in Arts and Medicine from University College. He was a Quaker, and as such excluded from graduation at Oxford or Cambridge. The abolition of tests at these Universities dried up a supply of brilliant students for University College, including Walter Bagehot, W. H. Hutton and others. One of the major disappointments of Lister's life and career was that he was not allowed to return to his old College as professor. But he became professor at King's College Hospital. His lectures did not receive great appreciation from the students because, as he explained to a Royal Commission, they were athirst for examination tips. Sir St. Clair paid a glowing tribute to Lister's memory, to his patience and constancy in the pursuit of truth, his eagerness to instruct his pupils, his long-suffering with stupidity, and his gentleness to the sick and maimed.

Qualities of Greatness.

UNDER our democratic constitution, any of our schools, for boys or for girls or co-educational, may contain a future Prime Minister. What are the qualities required for this office? Dr. Tom Jones, Secretary of the Pilgrim Trust and formerly Secretary to the Cabinet, discussed this question in a broadcast talk. An enlightened patriotism combined with the interests of mankind represents the ideal, fortunately for our country often achieved in the list of our Prime Ministers. Several, as Dr. Tom Jones pointed out, could have doubled the part of Prime Minister with that of the Archbishop of Canterbury, the Governor of the Bank of England, or the Editor of *The Times*. This list of outstanding public appointments could be supplemented, he suggested, by adding the Director of the B.B.C. and the Secretary of the Treasury. Dr. Jones has not much to say on the educational antecedents of Prime Ministers. Asquith was " the prize scholar in politics." The grand old fortifying classical curriculum has produced the holders of many of these offices. But changing conditions of national and international life, reflected in the curricula of our schools and universities, will probably reduce the proportion in years to come.

Shrewsbury and Science.

SIR WILLIAM BRAGG invaded a stronghold of classical learning when he declared open the new science laboratories at Shrewsbury School, appropriately named the Darwin Science Building. For Charles Darwin was educated at Shrewsbury. His efforts to acquire some knowledge of chemistry in a rough laboratory fitted up in a tool-house at his home earned him the nickname of " Gas." Sir William Bragg, one of our most distinguished " pure " scientists, attempted to convert the heathen by preaching the doctrine of the application of science. He recalled one striking example from his own experience when he discovered that the reason why sheep did not thrive in a certain part of New Zealand was the absence of cobalt in the soil. This was quickly remedied, on Sir William's advice, by injecting a tablet of cobalt beneath the skin. Another example was a method he discovered during the War of ascertaining the position of a big gun. Turning to the ethical side of life, he said that to find the right life we must remember that a man is part of his friends, his neighbours, his race ; and he must work for their benefit.

School Science Review.

THE *School Science Review*, the quarterly journal of the Science Masters' Association, has changed its *format* in order to increase its reading matter. Each issue is in future to be printed on calendered paper with 160 pages of text and sixty pages of advertisements. This compares with a seventy-two page issue in 1921, labelled " double number." To science teachers, both men and women, the *Review* is of great practical value. In the October number, more than six pages are given to a list of free films for science teaching compiled by R. P. Ayres. This covers a wide range of subjects from agriculture to physics and engineering. The list of the addresses of organizations lending these films occupies more than two pages. Although the motives of the lenders may be mixed, there can be no question of the interest of the films. Some public authorities, including the General Post Office, are included in the list. If a teacher wishes to give a lesson on the history of the apple, a fruit as old as mankind, he will find much material in E. A. Bunyard's article on this subject.

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FOREIGN AND DOMINION NOTES

CZECHOSLOVAKIA

In the last months so much misinformation about Czechoslovakia has been put about, that a few facts concerning the admirable cultural efforts of this unhappy country may not be amiss before they are quite forgotten.

Historical.

The Czechs were, with the German-speaking peoples of Austria proper, the most cultured people of the old Austrian Empire and their Sudeten-German fringe shared in the special privileges granted to them. The Slovaks had the misfortune to be administered under the Empire by the Magyars whose cultural level was much lower, and it was natural that they should opt for union after the War with the Czechs who are, but for dialect-differences, the same people as they. Consequently educational development in the Czechoslovak State was very uneven from the first, being particularly low in Ruthenia (Sub-Carpathian Russia), where the population, though almost identical with the Ukrainians in the U.S.S.R., had closer economic ties with the Slovaks, and also opted for inclusion in Czechoslovakia. Prague had therefore a formidable task which has been tackled manfully in the last twenty years.

High Literacy Percentage.

The first evidence of the work done is the small number of illiterates over 10 years last year —only 400,000 or 4 per cent of the total population; in Bohemia 1 per cent of the population were illiterate, in Moravia the figure was 1·3 per cent and in Slovakia and Ruthenia 7 per cent. Calculation on national groups produced the following figures: Germans, 1·1 per cent; Czechs and Slovaks, 2·8 per cent; Poles, 2·8 per cent; Magyars, 5·4 per cent and Jews (mostly poor Ruthenians), 7·4 per cent. When it is remembered that this represents the progress of education in a population predominantly peasant (except in Bohemia), it is impressive.

Minorities.

Much has been written of the intellectual and political liberty of the Sudeten-German peoples while they still formed part of the State in which they had lived harmoniously for centuries till recently, but little has been heard of the conditions of the 692,000 Hungarians in Slovakia and Ruthenia, where they form 15 to 17 per cent of the population. After the War there was a relatively high number of illiterates in the Hungarian national group, and special courses were arranged during military service to improve this situation; by a rigid application of the rules for compulsory school attendance the numbers of those attending these special courses has steadily declined.

—Magyars in Slovakia.

—Magyar Schools: Statistics.

In 1934–5 Magyar was the language of 841 primary schools with 110,000 pupils, of 15 higher primary schools with 5,500 pupils, of 6 secondary schools with 4,100 pupils and of 7 commercial and agricultural schools with 460 pupils. The overcrowding in the schools of the first three types (51, 44 and 40 per class respectively) was dealt with in 1937 by opening six new primary schools, one new higher primary school and further classes in other higher primary schools. There are, moreover, thirty-five Hungarian kindergartens with 2,750 pupils. A new training college for Magyar teachers has been opened at Komorom on the Hungarian frontier and the one in Bratislava has become independent.

—New Schools.

—Magyar Culture Encouraged.

The Magyar language chair has been refounded in the Karl and Komensky University, while the broadcasts from Bratislava have been made to serve the cause of Magyar popular culture in Slovakia, as has the Hungarian Society for Arts and Sciences in the same city, founded with the help of the late President Masaryk.

—Magyar Publications.

Finally, the measure of the development of Magyar culture is evinced by the publication of sixty-eight political journals, including eight dailies, numerous literary and technical periodicals and works issued by Hungarian publishing houses.

—Gipsies in Ruthenia.

A ten years' review of the work of educating gipsy children produces the following facts. The first school was opened at Uzhorod in 1926, and the prime difficulty was to adapt the normal methods to the gipsy mentality, *e.g.* it was almost impossible to keep these children seated in class for the whole morning.

—Special Methods in Gipsy Schools.

In the first year reading lessons had to be split up by songs, progress being remarkable in this subject, in arithmetic and in conduct, to say nothing of the more rapid progress in more formal singing and music. After the fourth year the children loved their school and followed everything with interest. In the fifth year three of the chief subjects of the ordinary primary school curriculum could be taught to children of the normal age and several pupils entered the higher primary school.

—Gipsy Parents' Support.

Since 1935 the results have been nearly as good as in other schools. The parents now co-operate and understand the principle of compulsory schooling, the influence of the school being patent in the outward appearance of the gipsy quarter of the town. The example of Uzhorod has so impressed other gipsy groups that special classes have been created in four other towns and more are contemplated.

Reform.

With this conscientious treatment of their minority groups, it is obvious that Czechoslovakia would not neglect its own more backward areas. Since 1932 the reform movement in Slovak primary schools has been producing good results. In the Trnava district thirty-two schools are teaching reading by the "sentence" method, and 50 per cent of the schools are working in "teams," particularly in arithmetic and for learning the mother tongue. Many other schools are successfully experimenting with individual work, self-education or collective education with the organization of clubs. A library has been established to help the training of teachers in these new methods and special courses have been organized by teachers' study circles.

—New Methods in Slovakia.

—Experimental Secondary Schools.

Secondary schools are also seeking new paths elsewhere in Czechoslovakia, and experiment has been encouraged by the authorities who have constantly tried to improve methods of teaching. The *Athenée* at Prague-Nusle serves to prepare for the university in four years, gifted pupils from the higher primary schools. The *Freie Schulgemeinschaft* at Litoměřice is, as its name implies, a school community in which parents play their part. Certain schools keep to the official syllabus but pay special attention to one branch of studies. Self-government, study-circles, joint excursions of pupils with two different mother-tongues are among the various innovations adopted by many schools.

—Folk-high-schools.

Last year there were functioning twenty-one folk-high-schools on the model of those in Denmark described in these notes in August; they are adult schools concentrating mainly on study of the humanities, five of them being German. There are also some Socialist-Co-operative schools for town-workers and rural, agricultural and vocational folk-high-schools. Their aim has been to foster natural culture and democracy among the people.

As a model of earnest and intelligent endeavour in all branches of culture, this last stronghold of democracy in Central Europe has been outstanding.

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NUGAE LATINAE

(FROM A RAMBLER'S SKETCH-BOOK)

By BASIL ANDERTON

"DREAMS, BOOKS, ARE EACH A WORLD"

(Wordsworth's sonnet *Personal Talk*, iii)

Wings have we,—and as far as we can go
We may find pleasure: wilderness and wood,
Blank ocean and mere sky, support that mood
Which with the lofty sanctifies the low.
Dreams, books, are each a world; and books, we know,
Are a substantial world, both pure and good:
Round these, with tendrils strong as flesh and blood,
Our pastime and our happiness will grow.
There find I personal themes, a plenteous store,
Matter wherein right voluble I am,
To which I listen with a ready ear;
Two shall be named, pre-eminently dear,—
The gentle Lady married to the Moor;
And heavenly Una with her milk-white Lamb.

Tamquam alis vehimur mentis: quocumque volamus
Grata recluduntur rerum. Caelum sine fine,
Oceanus vastus, silvae, deserta, docebunt
Et sublimia nos revereri atque ipsa minora.
Ceu mundus libri, ceu mundus somnia constant.
Libri immo efficiunt mundum sincerum et amoenum
Et solidum; quibus implicitae, quasi pampinus ulmo,
Crescent laetitiae nobis et pabula mentis.
Permulta in libris hominum de moribus insunt
Qualia mi memorare libet plane atque solute;
Nec casus varios minor est mi audire voluptas.
Sunt duo praecipue libri semper mihi cari:
Fabula ferventi de Mauro et coniuge miti,
Et de Una carmen tam sancta, cum nivea agna.

JULIA'S JOURNEY

(Shakespeare's "*Two Gentlemen of Verona*," II, vii)

The current that with gentle murmur glides,
Thou know'st, being stopp'd, impatiently doth rage;
But when his fair course is not hindered,
He makes sweet music with the enamell'd stones,
Giving a gentle kiss to every sedge
He overtaketh in his pilgrimage;
And so by many winding nooks he strays,
With willing sport, to the wild ocean.
Then let me go, and hinder not my course:
I'll be as patient as the gentle stream,
And make a pastime of each weary step,
Till the last step have brought me to my love.

Murmure qui leni fluvius lapsuque vagatur,
  Si quando obstruitur, turbidus ille fremit.
Dum vero cursu fruitur puro, ut nihil obstet,
  Lucentes lapides dulce sonare docet.
Multa susurrantis salicis tamquam oscula libat,
  Vel calami arguti quem invenit inter iter.
Luxurians ita palatur, sinibusque recurvis
  Tandem exploratis aequora rauca petit.
Me sine abire ergo, monitis neve obstrue cursum:
  Ut placidum id flumen, sic patiens et ego.
Dura, velut ludens, faciam vestigia, donec
  Me ad carum sponsum deferet usque gradus.

THE FOX STEALS THE GREY GOOSE

(*Nursery rhyme*)

He took the grey goose by the neck,
And swung him right across his back;
The grey goose cried out, 'Quack, quack, quack,'
With his legs hanging dangling down O!
  Down O! down O!
The grey goose cried out, ''Quack, quack, quack,'
With his legs hanging dangling down O!

Old Mother Slipper Slopper jumped out of bed,
And out of the window she poked her head:
"O! John, John, the grey goose is gone,
And the fox is off to his den, O!
  Den O! den O!
O John, John, the grey goose is gone,
And the fox is off to his den O!"

John ran up to the top of the hill,
And blew his whistle loud and shrill.
Said the fox, "That's very pretty music—still
I'd rather be in my den O!
  Den O! den O!"
Said the fox, "That's very pretty music—still
I'd rather be in my den O!'

The fox went back to his hungry den,
And his dear little foxes eight, nine, ten.
Quoth they, "Good daddy, you must go there again,
If you bring such good cheer from the farm O!
  Farm O! farm O!"
Quoth they, "Good daddy, you must go there again,
If you bring such good cheer from the farm O!"

Anserem prehendit canum
Collo vulpes, et in tergum
Iactat suum retro. Stridit
Anser, "ax, coáx" tetrinnit;
"Ax, coáx" irata canit
Quod deorsum crura pendent:
Eho dum, deorsum pendent!
Canus anser eiulatus
Edit et vociferatus,
  Valde crurum trepidus.

Lecto prosilit annosa
Pannis obsita Pannosa,

(Continued on page 708)

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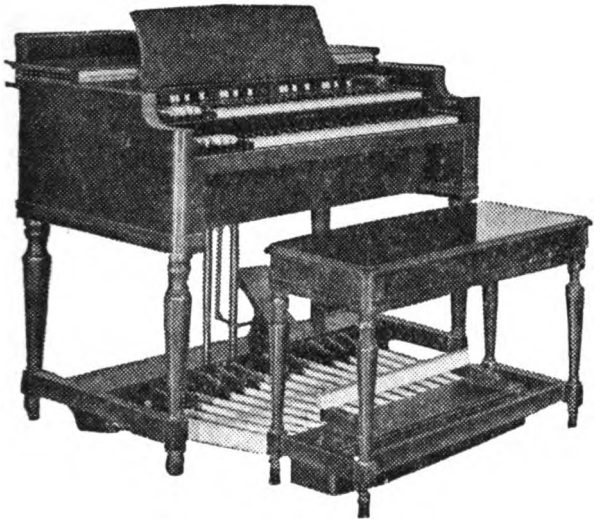

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Caput e fenestra trudit.
" Dave, Dave, canum rapit
Vulpes anserem. Iam fugit
Pernix ad latebras suas.
O quam, pernix ad latebras !
Dave," clamat, " vulpes secum
Aufert anserem tam carum
Ad cubile sordidum."

Raptim tumulum conscendit
Davus, fistulaque canit
Acri. Vulpes " Heus, quam pulchros "
Inquit " Davus edit modos—
Modos suaves, clarisonos.
Ego tamen in latebris
Mallem salvus esse meis.
Quamquam modos pulchros amo
In cubili tamen meo
Latitare cupio."

Redit vulpes ad latebras,
Ad vulpeculas ieiunas :
Octo suas—novem—decem—
Totam videt tutam prolem.
Clamant mox " Cohortem pete
Rursus, cara mater, unde
Escas rettulisti tales.
Escas praebet O quam suaves
Atque pingues ista cohors !
Cordi nobis ista cors ! "

FROM " MIDSUMMER NIGHT'S DREAM

Now the hungry lion roars,
And the wolf behowls the moon ;
While the heavy ploughman snores
All with weary task fordone . . .
And we fairies that do run
By the triple Hecate's team,
From the presence of the sun,
Following darkness like a dream,
Now are frolic : not a mouse
Shall disturb this hallow'd house ;
I am sent with broom before,
To sweep the dust behind the door.

Mugit leo iam ieiunus,
Lupus ululat in lunam,
Stolidus bubulcus stertit
Nimio labore fessus. . . .
Hecates Tergeminae nos
Famulae, iugales eius
Equos insequentes, solem
Devitamus ; et nocturnas
Umbras, instar somniorum,
Petimus. Nunc ludibundae
Adsumus : ne murem quidem
Sanctas has et pulchras aedes
Sinimus sollicitare.
Ipsa vero sum praemissa
Huc cum scopis, detersura
Plane pulveres post fores.

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(2) Exhibitions of £25 a year.

(3) One Scholarship for Music of the value of £70 a year, with free tuition in Music.

(4) One Arthur Percival Scholarship of the value of £50 a year. Preference for the sons of British Naval or Military Officers.

(5) One Old Cliftonian Scholarship of the value of £35 a year for the son of an Old Cliftonian.

(6) One Robert Hardwicke Percival Scholarship of the value of £33 a year. Preference for day-boys.

(7) One Charles Frederick Balfour Scholarship of the value of £25 a year for the son of an Indian Civilian.

(8) One Preparatory School Scholarship of the value of £25 a year for a member of the Preparatory School between the ages of 13 and 14, or a boy under 14 in the Upper School who was formerly a member of the Preparatory School.

N.B.—Day-boys (except in the case of [6] The Robert Hardwicke Percival Scholarship) will receive two-fifths of the value of Scholarships and Exhibitions to which they are elected, with a minimum of £25 a year.

Candidates must be under 14 on June 1, 1939. Boys who are already in the School may compete. The examination will be in two parts. Candidates will take the " A " papers at their Preparatory Schools on **Monday, May 22, and Tuesday, May 23,** and selected candidates will take the " B " papers at Clifton on **Tuesday, Wednesday and Thursday, June 6, 7 and 8.**

Particulars from the SECRETARY and BURSAR.

The Selection *of* Class-Books

A series of articles under this title appeared in "The Journal of Education," during 1936. Consideration is given to the use of class-books for pupils of particular ages, to the principles governing the selection of books and their application, to the method employed in keeping in touch with the issue of new books, to the limitation of expenditure, and to other points of practical interest.

January, 1936. **Introductory Article,** by Mr. T. Raymont, M.A., formerly Warden of Goldsmiths' College.

February, 1936. **Classics,** by Rev. H. H. Symonds, M.A., formerly Head Master, The Liverpool Institute.

March, 1936. **History,** by Mr. W. J. Baldwin, M.A., Head Master, Tottenham Grammar School, N. 17.

April, 1936. **Mathematics,** by Mr. F. J. Hemmings, B.Sc., Head Master, Taunton's School, Southampton.

May, 1936. **English,** by Mr. J. C. Dent, M.A., Head Master, Westminster City School, S.W. 1.

June, 1936. **Geography,** by Mr. Ellis W. Heaton, B.Sc., Head Master, Municipal High Sch., N.Shields.

July, 1936. **Art,** by Mr. R. Radcliffe Carter, R.B.S.A., Secretary, National Society of Art Masters.

August, 1936. **Science,** by Dr. Terry Thomas, M.A., LL.B., Head Master, Leeds Grammar School.

September, 1936. **Religious Knowledge,** by the Rev. H. K. Luce, M.A., B.D., Head Master, Durham School.

October, 1936. **Modern Languages,** by Mr. H. Nicholson, M.A., formerly Head Master, Taunton School.

November, 1936. **Domestic Subjects,** by Miss C. Laycock, Assistant Inspector of Domestic Subjects, London County Council.

December, 1936. **Class-Book Selection from a Publisher's Point of View.**

London : MR. WILLIAM RICE, LUDGATE BROADWAY, E.C. 4

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ASPECTS OF AMERICAN EDUCATION

By T. RAYMONT, M.A., formerly Warden of Goldsmiths' College, London

A SYSTEM of education is a national concern, and as such it is bound to develop on its own lines. As in other matters, however, it is possible to be too nationalistic. We should make a great mistake if we neglected to compare notes with other countries, and for obvious reasons there is no country with which comparisons are likely to be more profitable than with America. We should not, indeed, be too hasty in regarding American institutions either as patterns or as warnings. Our better plan is to try to understand the conditions under which they have arisen, and to estimate their value in relation to those conditions. That is the right spirit in which to pursue the study of comparative education.

It is matter of common knowledge in this country that children in elementary schools are happy in their school life. Truancy is a thing of the past, and no longer does the child creep like snail unwillingly to school, as he often did only a generation ago. In America a similar beneficent change was also needed, notwithstanding that America was never foolish enough to adopt "payment by results." And the change has taken place, partly no doubt through "the starry-eyed theories of radical professors of education," and "the exotic practice of a few experimental schools," but not entirely so. For we are assured that such youthful expressions as "let's go fishin'," or even "let's go to the movies," are yielding place to "let's go to school." Hence the title of an interesting book,[1] describing work done on progressive lines in a very ordinary elementary school in California. Certain units of work or centres of interest are given in detail, with abundant illustration. A good example of a "child-centred school" which enjoys no special privileges. A good example, too, of what a school means in a democratic community.

A survey of the literature of child-study would show that the contributions of American educators during the past fifty years have been of outstanding importance. Their investigations, like those of their European brethren, have related chiefly to infancy and adolescence, with much less attention to the years between. This statement is at any rate true of formal treatises, though much material relating to those years exists in psychological and other journals. In her *Introduction to Child Study*,[2] now appearing in a revised edition, Prof. Ruth Strang, of Teachers College, New York, uses such material, and gives a comprehensive account of the

(*Continued on page 712*)

[1] **Let's Go to School: Integrative Experiences in a Public Elementary School.** By A. H. HORRALL, LYDIA E. CODONE, MABEL S. WILLSON and LEAH S. RHODES. (McGraw-Hill Series in Education.) (18s. McGraw-Hill Publishing Co.)

[2] **An Introduction to Child Study.** By Prof. RUTH STRANG Revised edition. (12s. 6d. net. New York: Macmillan.)

Scholarships

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THE COLLEGE OF PRECEPTORS
BY THE DEAN OF THE COLLEGE

THIS interesting account of the work, past and present, of the College appears in the January, 1930, issue of *The Journal of Education*.

ALDENHAM SCHOOL

ENTRANCE SCHOLARSHIPS. The following are awarded annually to boys under 14 on May 1, on the results of an examination toward the end of May.

(*a*) An ALFRED SMITH SCHOLARSHIP of £80 a year.
(*b*) Three JUNIOR PLATT SCHOLARSHIPS, of £60 to £40 a year.
(*c*) Two or more EXHIBITIONS of about £30 a year.

INTERNAL SCHOLARSHIPS. The following are awarded annually to boys already in the School.

(*a*) TWO SENIOR PLATT SCHOLARSHIPS of £50 a year, open to boys not less than 15 and not more than 17 on May 1.
(*b*) TWO JUNIOR PLATT SCHOLARSHIPS of £50 to £30 a year, open to all boys in the School.

LEAVING EXHIBITIONS. About three each year, from £80 downward, tenable for three years or more at the Universities.

The School Scholarships are tenable for the duration of the holder's school career.

The School Fees are £115 a year, with a Consolidated Fee of £5 a term to cover all necessary extras.

Further particulars may be had from the HEAD MASTER, ALDENHAM SCHOOL, ELSTREE, HERTS.

THE ANCIENT WORLD
By Emeritus Professor F. J. C. HEARNSHAW, M.A., LL.D.

"More and more are historians coming to realize that their proper study is the development of civilization."

See *The Journal of Education* for April, 1936.

London:
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BEAUMONT COLLEGE

ENTRANCE SCHOLARSHIPS are awarded in March and June. Candidates must have taken previously the March or June Common Entrance Examination. A further Examination will be held at the College on March 31 and June 30. For further particulars apply the RECTOR, Beaumont College, Old Windsor, Berks.

BISHOP'S STORTFORD COLLEGE

Head Master: H. L. PRICE, M.A. (Oxon.)

ENTRANCE SCHOLARSHIPS to the value of £100, £75, £60, £45, and THREE EXHIBITIONS to the value of £30 will be awarded each year. Candidates will have the opportunity of offering such subjects as Music and Art if they wish to in addition to the ordinary subjects. Candidates must be under 14 on May 1. Full particulars may be obtained from the HEAD MASTER.

BRIGHTON COLLEGE

AN Examination is held each June to elect TEN Scholarships varying in value from £75 to £30 a year.

A number of Gill Memorial Scholarships and Exhibitions are offered each June to sons of Officers or Ex-Officers in H.M. Army, varying in value from £75 to £30.

Full particulars on application to the HEAD MASTER.

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SCHOLARSHIPS—*continued*

BERKHAMSTED SCHOOL

ENTRANCE SCHOLARSHIPS

AN Examination will be held in June, 1939, for three Entrance Scholarships of the annual value of £60, and four or more Exhibitions of less amount.

Candidates must be under the age of 14 on June 1 immediately before the examination. The age of candidates will be taken into consideration in the examination.

Entries should be received by May 24. The School fees for Boarders are £120 per annum; 10 per cent reduction for sons of clergy.

Further information about Scholarships, copies of the School Prospectus, Forms of Entry, &c., can be obtained from the BURSAR, to whom inquiries regarding board and lodgings should also be addressed.

BOOTHAM SCHOOL, YORK

EXAMINATION in March for Scholarships of value from £50 to £100. Entries by February 20. Valuable Leaving Scholarships. Preparation for School and Higher Certificates, 1st M.B., Inter B.Sc. and University Scholarships.

CANFORD SCHOOL, WIMBORNE

AN Examination will be held during the first week each July for the awarding of One Scholarship value £100, and Six Scholarships value from £60 to £30, open to boys under 14 on June 1 previous. Boys under 14½ on the same date may compete for two of the Scholarships, but a higher standard of work will be expected. For particulars apply to the HEAD MASTER.

DEAN CLOSE SCHOOL, CHELTENHAM

AN Examination for Six Scholarships, varying from £80 to £25 per annum, will be held in June, 1938. Age limit 14½ years. Special Exhibitions each term for sons of Clergy and members of H.M. Services.—Apply P. BOLTON, M.A., Head Master.

CLIFTON COLLEGE

Scholarship Announcement will be found on page 709

DULWICH COLLEGE

SIX School Scholarships are open for competition in May. Candidates must be between 12 and 14 years of age on May 1. The Scholarships are of the value of £45 per annum each, and are tenable for school life; there are also vacancies this year for boarders and if candidates for boarding scholarships reach the competitive level for the award of school scholarships, a further £45 per year will be remitted each scholar.

Full particulars and entrance forms may be obtained on application to the SCHOOL SECRETARY, Dulwich College, S.E. 21.

ENGINEERING SCHOLARSHIPS

FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE.—Examinations for SCHOLARSHIPS tenable in College and Manufacturing Works are held annually in APRIL. For particulars apply to CHIEF CLERK, 66 Southampton Row, W.C. 1.

FARRINGTONS GIRLS' SCHOOL

EXAMINATION for Entrance Scholarship £80 per annum, Silver Jubilee Exhibition £25 per annum at Farringtons, March 29 to April 1, 1939.

Full particulars from HEAD MISTRESS, Farringtons, Chislehurst, Kent.

GIGGLESWICK SCHOOL

SIX Scholarships, maximum value £70, will be offered in June. Full details from the HEAD MASTER, Giggleswick School, Settle, Yorks.

SCHOLARSHIPS—*continued*

GLENALMOND

ENTRANCE Scholarships, Exhibitions, and Bursaries, 1939. An examination, which may be taken at preparatory schools, will take place on March 13, 14 and 15 for open Scholarships and Exhibitions and Sons of Clergy Bursaries.

Age limit for Scholarships and Exhibitions: 14 on March 1, 1939. For Bursaries: 15 on September 20.—Apply to the WARDEN.

KING'S SCHOOL, CANTERBURY

THREE Entrance Scholarships, value £40–£60, will be offered in March.

ABOUT ten King's Scholarships and Entrance Scholarships, value £20–£70 per annum and

ONE Milner Memorial Scholarship, value £100 per annum for five years, will be offered in June. The Milner Scholarship is open to sons of Colonial Civil Servants and others.

For full particulars apply to the HEAD MASTER.

KING WILLIAM'S COLLEGE
ISLE OF MAN

SCHOLARSHIP Examination in May. Closing day for entries, May 1. The examination may take place at candidate's School. Ten Scholarships will be offered in 1939, in value from £100 to £50 a year. Also several minor scholarships not exceeding £40 a year available. For particulars apply to the PRINCIPAL, King William's College, Isle of Man.

LANCING COLLEGE SCHOLARSHIPS

ENTRANCE Scholarships will be offered for competition in May. Candidates must be over 12 years of age and under 14 on June 1.

(*a*) Six SCHOLARSHIPS (at least), Classical and Modern, varying from £100 to £50 per annum, according to merit and needs.

(*b*) Two CHORAL EXHIBITIONS of £30 per annum, open to all boys who can sing and read music.

Candidates will be examined in London, unless further notice is given to the contrary.

For information apply to the HEAD MASTER, Lancing College, Shoreham, Sussex.

LEYS SCHOOL, CAMBRIDGE

THE Preliminary Examination for the award of Junior Scholarships and Exhibitions is held annually toward the end of May, and the Final Examination early in June. Candidates must be under 14 on January 1 of the year in which they take the Examination.

Four Open Foundation Scholarships of £100 a year, and six other Scholarships and Exhibitions of between £25 and £75 a year are awarded annually if suitable candidates of sufficient merit present themselves.

Full particulars may be obtained from the BURSAR.

MALVERN GIRLS' COLLEGE

TWO Major Scholarships will be awarded on the results of an examination held in March each year, of the value of £60–£100 each according to the standard attained by the candidates. Further minor Scholarships and Exhibitions will be awarded, of the nominal value of £10 each. These secondary Scholarships may be augmented to values varying with the financial needs of the parents. All candidates must be under 15 years of age on September 1, following the examination. A limited number of these Scholarships will be awarded to candidates offering Instrumental Music (no age limit).

For further particulars apply to the HEAD MISTRESS, Miss I. M. BROOKS, M.A. (Cantab).

MALVERN COLLEGE

ENTRANCE Scholarship Examination will be held early in March 1939 (in London and at Malvern). About five Scholarships of £100 and not less than three of £50.

For particulars of these and certain Memorial Exhibitions apply to the HEAD MASTER or BURSAR, The College, Malvern.

Successful candidates will join the School in September.

SCHOLARSHIPS—*continued*

OUNDLE SCHOOL

AN Examination for Entrance Scholarships is held annually in May or June.

For further particulars apply to the HEAD MASTER, Oundle School, Northampton.

RADLEY COLLEGE

SCHOLARSHIPS and Exhibitions varying in value from £120–£40 will be offered for competition in March, 1939. The Examination will be held in two parts: (*a*) Elementary Papers on March 13 at Preparatory Schools; (*b*) more Advanced Papers for selected candidates at Radley on March 17. Apply for particulars to THE WARDEN, Radley College, near Abingdon, Berks.

ROEDEAN SCHOOL, BRIGHTON

SCHOLARSHIPS and Exhibitions will be awarded on the result of an Examination to be held in May, 1939, for girls under 14. The value of each award will vary from £30 to £150 a year according to the financial circumstances of the candidate. A number of bursaries will also be given to girls who do not reach scholarship or exhibition standard.

Papers will be worked at the candidate's home or school and interviews for selected candidates will subsequently be held at Roedean. Particulars and forms of application from the HEAD MISTRESS'S SECRETARY. Last day of entry, March 31.

ST. EDWARD'S SCHOOL

A Scholarship Examination will be held on May 30 and 31 and June 1, 1939. Scholarships are two each of £100, £70, £50, and several Exhibitions of £30. There are also Clerical and Service Bursaries. Further information may be obtained from the BURSAR, St. Edward's School, Oxford.

WELLINGTON SCHOOL, SOMERSET

ENTRANCE Scholarships. Six offered every June.—Apply SECRETARY, School House, Wellington, Somerset.

WORKSOP COLLEGE, NOTTS

AN Examination is held in May or June. Generally two Scholarships are offered of £60 each, two of £40, and two of £30. Candidates must be under 14 years of age. Full particulars and entry forms can be obtained from the HEAD MASTER, Worksop College, Notts.

WREKIN COLLEGE,
WELLINGTON, SHROPSHIRE
SCHOLARSHIPS AND EXHIBITIONS

AN Examination is held annually, usually in June, when six Entrance Scholarships are offered for competition, value from 40 to 100 guineas, also six Exhibitions, value 30 guineas. Leaving Exhibitions ranging in value from £65 to £30 per annum, tenable at any University or other place of higher education approved by the Governors, are awarded at the end of the Summer Term.

For particulars apply to the Head Master, WALTER M. GORDON, M.A., Wrekin College.

WYCLIFFE COLLEGE, STONEHOUSE GLOS.

TWO Entrance Scholarships of £50 and some Bursaries are offered in June. Wycliffe was first founded in 1882, and was placed on a permanent Foundation by its Old Boys in 1931. Fees, £114–£120. For details of Scholarships apply to the Head Master, W. A. SIBLY, M.A., Oxon.

Directory of Educational Associations

35th year of issue

Corrected to date with membership total, yearly subscription, society's organ, telegraphic address, telephone number, date and place of next annual meeting, secretary's name and office address.

See March 1939 issue.

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pre-school, the junior and the adolescent stages. The book is free from unnecessary technicalities and, unlike many books on child study, it throws the emphasis upon the normal rather than upon the problem child.

In the common room of an American state university one may meet as many professors of education as we have in the whole of the United Kingdom. This is partly a matter of titular custom, but not entirely so. In a country in which school systems have had to keep pace with an unparalleled growth of population, it was necessary to make a scientific study of aspects which were left to tradition and rule-of-thumb in an older country. So we have in America professors of educational administration, and even professors of school measurements. To one of the latter, Dr. Rinsland of Oklahoma University, we owe a new manual designed to show students in training colleges and teachers the methods of constructing tests and of grading.[3] The book is a thorough piece of work on familiar but improved lines. It exemplifies the well-known fact that in regard to mental tests and measurements America has become the leading country.

Side by side with a thoroughgoing application of the scientific method in education, on the understanding that science is measurement, there has been developed in recent years a psychological point of view which may claim to be specifically American, and which supplies a valuable counteractive to the over-stressed statistical analysis. "The value of statistical analysis," writes Prof. Gordon Allport, of Harvard University, in his very fine volume recently issued,[4] "in sorting, comparing and determining the reliability of accumulated data is unquestionable, but so too is its power for mischief when the psychological aim and significance of the investigation becomes obscured in the sheer exuberance of digits." The method which compares the performances, generally on some single function, of a large group of persons, has, he declares, led many psychologists to the false conclusion that the psychology of individual differences and the psychology of personality are one and the same thing. But the former can only relate qualities in one person with the same qualities in others, whereas the latter tries to relate certain selected qualities to all other qualities within the *same* person. Here we get the true psychology of personality, of which Prof. Allport writes so well. A man, he says, is more than a bundle of habits or of qualities that can be measured and tabulated. More too than a representative of his species or a citizen of the state. He transcends them all. . . . He struggles on even under oppression, always hoping and planning for a more perfect democracy where the dignity and growth of each personality will be prized above all else."

In that sentence the writer perhaps reveals the real motive of much that is best at the present time in America's educational and psychological thought.

[3] **Constructing Tests and Grading in Elementary and High School Subjects.** By Prof. H. D. Rinsland. (Prentice-Hall Education Series.) (10s. 6d. net. Harrap.)

[4] **Personality: a Psychological Interpretation.** By Prof. G. W. Allport. (16s. net. Constable.)

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A survey of recent books on the Bible

By Rev. H. K. Luce, M.A.,
Head Master of Durham School

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No. 832 NOVEMBER 1, 1938

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Reviews

Views on Education

The Assistant Master Speaks: Twelve Essays by Assistant and House Masters at Public and Secondary Schools (7s. 6d. net. Kegan Paul.)

These assistant masters do not all speak alike; nor is it to be expected that they should, since they were given *carte blanche* to write on any aspect of education they pleased. The result is a very stimulating book.

The deep absorption in educational problems which is here very markedly evident is a sign of the times. Assistant masters know, in a way that all heads do not, the weak points of the system which they have to work. This volume shows that these problems are being looked at with no narrow vision, but with an eye to the best interests of the pupil and of education as a whole.

Mr. C. D'O. Gowan, of Eton, leads off with an essay on "Education or Instruction?" He is sure that no child should embark on any subject which he will be unable, either through lack of time or lack of ability, to pursue to the point where he can get a comprehensive view of the subject as a whole. General science, history and geography are within the range of the most ordinary abilities; not so Latin or Greek, or even French and German.

Those who believe that the public schools are committed to old-fashioned ideas about discipline should read the thoughtful paper on this subject by a house master who prefers to remain anonymous. Many things have made him dubious about the traditional system, and, although he believes in a certain amount of compulsion, the account of his difficulties and experiments shows that he has achieved considerable success in bringing out the best in boys.

Mr. H. Caudwell, of Oundle, writing on "What are we trying to do?" suggests that we should be trying to create one thing only, a desire for truth. Teaching should be positive and constructive and should inspire the love of beauty and inculcate tolerance.

Mr. A. M. Walmsley, who is Chairman-elect of the I.A.A.M., takes as his subject "The Modern Challenge to Secondary Education." Admitting that in the majority of the State secondary schools the curriculum is too academic and too rigid, he advocates schools of the multilateral type, providing a suitable education up to the age of 18 for boys of different tastes and abilities. He also thinks that it is the duty of schools to prepare boys to form their own opinions on controversial political and religious questions.

In a paper entitled "Working Together," Mr. G. F. Golding, of St. Olave's, makes some very practical suggestions for the co-ordination of work in different subjects. Art masters, in the persons of Mr. C. B. Lupton, of Stonyhurst, and an assistant master at another public school, put in a valiant plea for "Cinderella," and Mr. E. R. Wood, of Hereford High School, in one of the best papers of the series, makes suggestions for dealing with "Remainders," that is, those boys who stay on at school after taking the School Certificate but who do not intend to take a Higher Certificate or university course.

Lack of space prevents us from commenting on all the papers, but we have found every one well worth reading, and we gladly commend the book to all common rooms.

An Interpretation of Science

Science for the Citizen: a Self-Educator based on the Social background of Scientific Discovery.

By L. Hogben. (12s. 6d. net. Allen & Unwin.)

Readers of *Mathematics for the Million* will know Prof. Hogben as the possessor of pronounced opinions, an almost terrifying stock of knowledge and a spirited pen. In *Science for the Citizen* the pen has become exuberant, the information is vast, and the politico-sociological tenets of the author are never far in the background. The book is, in fact, an attempt—and a very successful attempt—to present science from a particular point of view. Prof. Hogben has (or at least shows) little appreciation of the aesthetic appeal of science; knowledge for the sake of knowledge, the calm delight of contemplation, he sweeps aside with some disdain. Science for him is essentially a means of getting things done: "a scientific hypothesis," he says, "is not a passive prediction of future events. It is an active prescription for human conduct"; and again, on a gas-law graph, he drives home the moral that "it tells you *how to do something*." The immediate task to be performed may be the mere correction of the volume of a gas; the grand object is to control nature for the betterment and advantage of the human race.

Prof. Hogben's theme is thus not so much science, as science in relation to society, and he is at pains to prove that science, in form and content is the outcome of social needs. Chemistry, for example, would scarcely have surpassed the level it reached in the third millennium B.C., but for the development of deep-shaft mining in the sixteenth century; the researches which led to the determination of the mechanical equivalent of heat were directly prompted by new social requirements; Newton's work on the spectrum was the result of "*a new social need*," *viz.* to obtain telescopes in which the coloured fringes of the image produced by combinations of ordinary lenses were eliminated; and so on.

This "ideology" (to use one of Prof. Hogben's favourite words, despite A. P. H.) will no doubt please many readers and irritate as many others; but both would be well advised to concentrate upon the purely scientific parts of the book. Here they will find the stamp of genius, for with the genuine enthusiasm of a genuine scientist Prof. Hogben combines an exceptionally high capacity for teaching and for developing his subjects in an interesting as well as logical way. Like all good teachers, he expects his pupils to do their share of the work, but he has nicely judged the amount of effort required, and a conscientious reader will not find himself unduly tired. To a specialist, what is most impressive in Prof. Hogben's wonderful book is the mastery he shows in selecting unerringly the really vital parts of each individual branch of science. In detail, he is not always so accurate; thus he says that all organic acids contain the carboxyl radical; that both propyl alcohols give propionic acid on oxidation; that alcohols combine with potassium cyanide to form nitriles; that alkyl isocyanides can be hydrolysed by potash, and reduced by tin and hydrochloric acid to primary amines; that esters are salts; that

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the action of nitrous acid on a nitro-aromatic compound yields a phenol; and that ethyl acetoacetate is prepared "by heating acetic acid with alcoholic sodium." Such errors as these are trifling in the sense that they do not appreciably detract from the general truth of the picture, but they should be corrected in future impressions in the interests of scientific accuracy. And we have little doubt that Somerset men will join issue with Prof. Hogben over his statement that Cheddar cheese can now be made anywhere!

Minor Notices

Art and Handicraft

Design in Woodwork and other Crafts: Theory and Practice

By D. R. HILL. (4s. 6d. Murray.)

This work must not be thought to be a graded scheme of work for woodwork and other crafts, as its title seems to suggest. It is rather a plea, backed by sound argument for the right approach to craft work. The writer states in his preface that, "The purpose of this work is to try and give the young craftsmen some solid foundation on which to build; not to copy and imitate, but to use for the development of their own initiative and personality on lines which they know to be sound." It is well worth very careful study; arguments are well stated and convincingly illustrated, and its challenge to the would-be craftsman should be stimulating.

Illustrative Plywood Cut-Outs

By W. G. LABAN. Geographical Series, British Isles, No. 1. Book 1 (*a*): The Potteries; (*b*): The Downs. Book 2 (*a*): Fishing Fleets of the North Sea; (*b*): Moors of the West Country. Book 3 (*a*): Coal Mining; (*b*): Norfolk Broads. (2s. net each. Leicester: The Dryad Press.)

The Dryad Press is to be complimented on the production of this interesting series of *Illustrative Plywood Cut-Outs*, intended to provide visual aids for class teaching. The series suggests a sound method of linking up craftwork with geography, and aims at making class teaching more realistic by providing a visual aid to the imagination of the child. Each book contains photographs of finished models, full size pattern sheets and full instructions on construction and painting. The work is suitable for use with children of all ages, and, of course, could be adapted to other subjects according to the discretion of the teacher and the ability of the children concerned.

Drawing Without Tears

By I. FENWICK. (5s. net. Oxford University Press.)

Evidently intended to keep alive the enjoyment a normal child usually has in drawing, and to teach him whilst it entertains, this work contains drawings of all the things which interest children most, and it shows how to draw them properly, how to draw them funnily and occasionally how not to draw them. Ian Fenwick knows what he wants in a drawing and he knows how to get it and he shows how to make drawing simple by retaining only essential characteristics. Most boys and girls would thoroughly enjoy following out his method.

A Three Year Course in Handicraft in Wood

By R. S. FORBES. Teacher's Book 3. (2s. 6d. Collins.)

The Teacher's Book 3 is now available, and among the many books that have been written on the subject of handicraft in wood, this work appears to be unique. It presents a well thought out scheme of work for three years in three separate volumes, together with a teacher's book for each year; six volumes in all and at a very low figure. The scheme is full, but by no means devoid of scope for variation and development. Studying the six books side by side one is convinced that the writer understands, not only the needs of the pupil, but also the difficulties which inevitably arise for the teacher, experienced or otherwise. It is a useful work, well written, profusely illustrated and extremely comprehensive in its scope.

Biography and Classics

An Educational Failure: a School Inspector's Story

By Dr. F. H. HAYWARD. (7s. 6d. net. Duckworth.)

The writer of this necessarily brief notice of Dr. Hayward's book possesses what he regards as two advantageous qualifications. He has watched the author's career with interest; and he has never been in the service of the London County Council. So far back as 1902 Dr. Hayward brought out his *Reform of Moral and Biblical Education*. It was a good book. But of its author one might say what some one said of Burke: he was wise, but he was wise too soon. Then for several years Dr. Hayward studied hard and wrote suggestively on Herbart's pedagogy. Later on, in 1920, he published his books of school celebrations. These he justly regards as his original contribution to the educational thought and practice of his time. They have been praised a good deal, sometimes no doubt damned with faint praise, but they have not been widely adopted. Hence the author's "educational failure." He has written much, and he has often written well. That the long list of his publications includes no Hayward's Arithmetics or Hayward's English Exercises to bring grist to his financial ill is a fact of which he is proud. We are truly sorry that so distinguished a career should seem to have ended in failure. But perhaps celebrations will come into their own even yet. At any rate Dr. Hayward has always dealt with *fundamentals*.

The Story of Achilles: a Translation of Homer's "Iliad" into Plain English

By W. H. D. ROUSE. (7s. 6d. net. Nelson.)

This book is by a most remarkable man. Dr. Rouse is one of the few men in England who has heard the whole of the "Iliad" read aloud in the original Greek, as he did, when he was Head Master of the Perse School in Cambridge. His work as such a head master led to the School being famous throughout the land. Since his retirement he has devoted his activities to a wider field. He has spent his leisure in advancing the realms of literature to a wider public, to introducing those who know no Greek to the story of Odysseus and to the story of Achilles. His work in this wider field may not be so spectacular as was his work at the Perse School, but it is none the less effective. It introduces those who know no Greek to the great stories of the world. May it bring him the satisfaction which he deserves.

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Education

Educational Traditions in the English-Speaking Countries

By Dr. N. HANS. (Reprinted from the Year Book of Education.) (2s. 6d. net. Evans.)

In this survey Dr. Hans continues the comparative study of education that he began in the 1936 Year Book. His former study was concerned with Europe; the present one traces the traditions that permeate not only England and the Dominions, but also the United States. He deals in turn with four great influences which stand roughly in chronological order: the Catholic, the Anglican, the Puritan, the Secular. The last chapter discusses five factors which make for national unity: race, language, religion, compact territory and political sovereignty, and shows how the first two have a unifying influence among the English-speaking countries, however widely divided their territory may be. Moreover, though religion has sometimes been the cause of discord the presence of all three divisions of Christianity in all English-speaking countries is a factor making for unity and mutual understanding. This scholarly work is a valuable contribution to the study of comparative education.

L'Évolution Pédagogique en France : des Origines à la Renaissance

By E. DURKHEIM. (Bibliothèque de Philosophie Contemporaine.) (25 francs. Paris: Librairie Félix Alcan.)

This volume, and a second one promised reproduce a course of lectures to students in the University of Paris which was repeated annually for ten years before the War. Durkheim was convinced that it is only by studying the past that the future can be anticipated and the present understood. His general point of view is that conceptions and systems of education are the resultant of definite social conditions and in harmony with them, changing sooner or later with changes in society. This idea dominates his treatment of the history of education in France. The publication of his lectures is not only a tribute to a great sociologist, but a timely contribution to the discussion of questions brought to the fore by the current reform of education in France.

Les Grandes Tendances de la Pédagogie Contemporaine

By A. MILLOT. (Nouvelle Encyclopédie Philosophique.) (15 francs. Paris: Librairie Félix Alcan.)

The author of this book, who is lecturer in education at the Sorbonne, covers a good deal of ground in his stimulating survey of some of the fundamental conceptions of education that conflict with one another at the present time. Perhaps his best chapters are on respect for the personality of the child, on respect for the natural development of the child and on intellectual education. Social and political factors in education, the relation of theory of education to sciences and philosophy, and 'the knowledge of the child' are also considered. The author has a balanced and acute judgment, and his work should commend itself to all who are not prepared to accept without reflection ideas that certain contemporary movements have made popular.

Geography

Philips' Smaller School Room Map of Europe

Europe: Political. (7s. 6d. Philip.)

Although this map is too small for use in large rooms it will prove useful as a reference map in the school library, as it shows Austria as part of Germany and is in all respects accurate.

Harrap's Geography Picture Summaries

Selected and Edited by S. J. B. WHYBROW and H. E. EDWARDS. Set 15: Latin America (1). Set 16: Latin America (2). (1s. 4d. each set. Harrap.)

These pictures cover most of the outstanding activities of the peoples of South and Central America, including the West Indies. The high standard of the earlier sets is fully maintained, the pictures of Argentine and Venezuela being particularly good.

Problem Maps

Revision Series. By H. ALNWICK. (3s. Harrap.)

This useful volume of problem maps, intended as a revision course in world geography for school certificate examinations, is not only suitable for "A" forms but could be used with advantage in advanced course work. In addition to testing actual knowledge the exercises throughout are designed to stimulate intellectual effort and to foster the habit of geographical reasoning.

Harrap's New World Atlas in Contour Colouring: for Junior Classes

Edited by J. BARTHOLOMEW. New Edition. (1s. 3d. Harrap.)

This remains one of the best of cheap atlases with clearly defined and pleasing colours and accurate spelling of place names. Readers will find the modern forms in the town names of the U.S.S.R. Unfortunately, many of the names demand the use of a reading glass.

Our Daily Bread : a Geography of Production

By Sir DANIEL HALL. (6s. net. Murray.)

A book such as this, describing the principal types of farming, has been badly needed and a copy should be in every school library. It might be adopted with advantage as a supplementary text-book in the middle and upper forms of secondary and commercial schools, especially in urban districts whose inhabitants have little or no idea of how or where the food they consume is produced. Sir Daniel Hall has planned his book by taking the daily meals of the ordinary household as the basis of a scholarly description of the geographical and economic factors which have influenced their production. The book also contains a number of up-to-date crop-distribution maps, and the pictures have been chosen to illustrate every phase of farm life and range from the stone quern of Neolithic times to the Hosier bail of the present decade.

A Modern Map Book for School Certificate

By J. E. ALLISON. (1s. 6d. Johnston.)

The purpose of this book is the use of the map in the interpretation of social geography, and the new edition contains a carefully chosen fragment of the Land Utilization Survey map which shows the area which lies between Peacehaven and the Cuckmere river and between Ringmer and the English Channel. The questions which accompany the maps are of School Certificate standard, but they are most valuable in indicating a practical method in the use of map-reading as a basis of cultural geography.

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English

East Wind on Friday

By JANE SCOTT. (7s. 6d. net. Longmans.)

A day in the life of a girls' boarding school is the theme of this story. Not a day of any importance, just an ordinary, working day. An east wind happens to be blowing, and this perhaps has sharpened tempers somewhat and set nerves on edge. In a series of shots, of the kitchen maids, the housekeeper, the school secretary, the staff, senior and junior, the pupils, the author portrays a picture of school life which is convincing in its realism. Nothing particularly exciting occurs, yet the reader's attention is gripped throughout. The different personalities stand out clearly, and the undercurrents of school life, the hopes and fears, the petty jealousies, the minor crises, are skilfully depicted.

The Jefferson Anglo-Saxon Grammar and Reader

By Dr. E. B. SETZLER, E. L. SETZLER and H. H. SETZLER. (12s. net. New York: Macmillan.)

An introductory section deals with the early history of the language. Part I, on Grammar, fills sixty-five pages. Part II consists of sixty-three pages of selections from prose and verse. A third Part consists of vocabularies: Old English—Modern English, and Modern English-Old English.

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5. Plays for Youth

Edited by C. H. LOCKITT. (Heritage of Literature Series.) (1s. 6d. each. Longmans.)

These five additions to Longman's "Heritage of Literature" series are excellent value, particularly in the school edition at 1s. 6d. In *Real Achievement* Mr. Hutchins has drawn on nine biographies of men of the modern world who have great achievements to their credit. *A Heritage of Wonder Stories* includes twenty-two of the world's famous tales, retold (with illustrations) in a popular way likely to appeal to younger readers. *South* is an abridged version of a unique story of modern Antarctic exploration. Twelve of the best known writers of boys' stories are represented in *A Gallant Company*. They range in date from Sir Walter Scott to D. W. Bone and P. C. Wren, and include R. L. Stevenson, Dumas, H. R. Haggard, J. J. Bell, Blackmore, Dickens, Merriman, Stanley Weyman and Charles Kingsley. In *Plays for Youth* Mr. Lockitt has chosen eight simple plays, all suitable for quite young readers but with a wide range in appeal.

The English Novel: an Anthology of English Prose Fiction

Edited by J. MADDISON and K. GARWOOD. (Harrap's Modern English Series.) (2s. 9d. Harrap.)

From John Lyly to John Galsworthy the editors have selected twenty-two writers, some knowledge of whose work is essential to any one who would study the development of the English novel. In each case a biographical note is followed by a very brief summary of a complete narrative. This is followed by a few extracts, linked together by connecting paragraphs written by the editors. The result is an attractive anthology of English fiction.

Essay Writing: a Practical Guide

By G. TAYLOR. (2s. 6d. University Tutorial Press.)

A well-planned little book, giving sound advice to the student who wishes to make progress in the art of essay writing. The author deals in an interesting way with subject matter, construction and style.

1. Great Discoveries

By A. C. PERRY and GERTRUDE A. PRICE.

2. The First Virginians

By A. DWIGHT.

3. The White Man comes to New York

By G. R. SPOERER.

4. How Men have kept their Records

By M. LIPMAN.

5. All about Motion Pictures

By F. W. WEAD. (Our Changing Times, in Basic English.) (1s. each. Nelson.)

Basic English is a very interesting experiment which aims at encouraging the use of English as an international language. It uses a selection of 850 words in which anything may be said for everyday purposes; and thus it serves as an effective introduction to English. These five little books are attractively produced. They contain from sixty to eighty pages of reading matter and offer a wide range of interesting material

1. Essays in Criticism

Second Series. By MATTHEW ARNOLD. Edited by S. R. LITTLEWOOD.

2. The Letters of Horace Walpole

Selected and Edited by M. ALDERTON PINK.

3. Shorter Poems of John Milton

Edited by B. A. WRIGHT. (The Scholar's Library.) (2s. 6d. each. Macmillan.)

These three recent additions to *The Scholar's Library* deserve a welcome from students of English literature. Arnold's *Essays in Criticism* remains one of the best introductions to critical appreciation and an annotated edition like this has long been needed. Horace Walpole's Letters are delightful reading and supply fascinating sidelights to eighteenth century history. Milton's shorter poems are more accessible to the reader, but Mr. Wright's edition provides just the help that most readers will need.

English for the Young Citizen

By W. B. LITTLE. (1s. 2d. Pitman.)

This is an original and interesting attempt to introduce boys and girls to the world of real things. The thirty lessons are based on practical matters with which children come into contact after leaving school.

More English Diaries

Edited by ELIZABETH D'OYLEY. (2s. 9d. Arnold.)

This is planned on similar lines to Miss D'Oyley's *English Diaries*, and like its predecessor it is a fascinating anthology. It begins with an extract from the quaint "Chronicle" kept by the boy King Edward VI, and concludes with Basil Lubbock's Journal of a Voyage round the Horn, in a windjammer, in 1899.

Spelling and Vocabulary Exercises

By J. J. MURPHY. (1s. 9d. Pitman.)

Though primarily intended for candidates in examinations where definite spelling tests are set, this really useful little book might be found of service by any teacher of English, particularly as each separate exercise is timed so as not to demand more than five to seven minutes of a lesson period.

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Poetry and Drama

1. The London Dramatic Books

By R. BENNETT. First Series. Book 1: Let's Pretend. (Ppr. covers, 4d.; limp cloth, 6d.) Book 2: Make-Believe. (Ppr. covers, 6d.; limp cloth, 8d.) Book 3: Your Turn Next. (Ppr. covers, 8d.; limp cloth, 10d.) Book 4: What Shall We Be? (Ppr. covers, 10d.; limp cloth, 1s.). Teacher's Book 1 and 2. (1s. 6d. each.) Second Series. Book 1: Play Time. (1s. 7d.) Book 2: The Stories come to Life. (1s. 9d.) Book 3: Play Your Parts. (1s. 11d.) Book 4: Ready for Action. (2s. 1d.) Teacher's Books 1, 2 and 3. (1s. 6d. each.) University of London Press.)

2. Dramatic Prose for Reading and Acting

By W. J. GLOVER. Book 1: Little Plays. Book 2: Let's Pretend. Book 3: Make Believe. (Book 1: Manilla, 9d.; Cloth, 1s. Book 2: Manilla, 11d.; Cloth, 1s. 2d. Book 3: Manilla, 1s.; Cloth, 1s. 3d. Philip.)

3. Stories from History: Ten Plays for Schools

By H. R. WILLIAMSON. (2s. 6d. net. Duckworth.)

(1) These plays are not intended for mere diversion, but as well-considered means of training in good speech, informal conversation, and simple applied handicraft. Indirectly, too, the development of other aptitudes in children is aimed at—good deportment, initiative, unselfconsciousness, and the power to work with others. The series is skilfully graded; the first, for ages 5 to 7; the second, for 7 to 11. The illustrations are most attractive. (2) A double purpose is served by these illustrations in that they suggest simple costumes; easy contrivances for stage settings; and, in some instances, suitable positions for the actors at the climax of each play. There are useful notes on speech training. (3) These are based on broadcasts for children of 9 to 11. The subjects are supermen, like Akhenaton, Buddha, St. Bernard, and the explanatory text should widen the pupils' outlook on history.

English Poetry: a Students' Anthology

Selected by K. MUIR. (5s. net. Oxford University Press.)

The editor claims certain original features for this anthology, the aim of which is "to enable the reader to develop his understanding of poetry and to increase his sensibility to all kinds of poetic expression." The book is divided into seven parts; and the selection of poems for each part is meant to invite comparison.

All for Love

By JOHN DRYDEN. With Introduction and Notes by A. SALE. (4s. University Tutorial Press.)

This is a useful edition of a play that invites comparison with Shakespeare's *Antony and Cleopatra* and with G. B. Shaw's play. An introduction of eighteen pages deals briefly but helpfully with the historical background, the sources, characterization and structure of the play; and the editor has provided 120 pages of critical and explanatory notes.

Prose and Verse Selections from Sixteenth-Century French Authors

With Introduction and Notes by Dr. W. H. EVANS and Dr. J. D. JONES. (5s. Bell.)

As an introduction to sixteenth century French literature—excluding drama—this will be found a very useful book for university and other advanced students. The editors have chosen verse and prose extracts from twelve sixteenth-century writers. Thus Clément Marot is represented by ten of his poems, Rabelais by seventeen extracts from Gargantua and Pantagruel, Roùsard by nineteen of his poems and Montaigne by extracts from nine of his essays. There is an introduction of twenty-two pages, twenty-two pages of notes and a glossary.

Fifty Years of Modern Verse: an Anthology

Chosen by J. GAWSWORTH. (6s. net. Secker.)

This is a pleasing anthology which aims at supplementing *The Oxford Book of Modern Verse*. It includes the work of over a hundred poets who have written during the last fifty years. The authors are arranged alphabetically.

Twenty One-Act Plays

Selected by J. HAMPDEN. (Everyman's Library.) (2s. net. Dent.)

Mr. Hampden, in apologizing for the making of yet another anthology of plays, claims that this is the first attempt to present a collection of one-act plays, English, Welsh, Scottish and Irish, chosen for their quality and variety to represent the work of the twentieth century. Difficulties of copyright have made it impossible for the collection to be completely representative, yet it succeeds in indicating the development and high level of achievement of the modern one-act play, made possible by the growth of the repertory theatre and amateur drama. Associated with the Abbey Theatre, Dublin, are such plays as Lady Gregory's "Rising of the Moon" and Synge's "Riders to the Sea," and with the Manchester Repertory Theatre Houghton's "The Dear Departed" and "Followers," by Harold Brighouse. St. John Ervine's anti-war play, "Progress," is popular with amateurs. Scotland is represented by Carswell's "Count Albany," and Wales by "Birds of a Feather."

English Poetry: an Unfinished History

By J. DRINKWATER. (6s. net. Methuen.)

This is an intimate, companionable book, to be read for pleasure. It is almost autobiographical in what it reveals of John Drinkwater's personality and opinions about English poetry. Indeed, one of its attractions is the obviously candid confession of a writer whose whole life has been spent in the study and practice of literature. It is an unfinished fragment of what was intended to be a complete survey: it covers only the years from Chaucer to Donne. None the less it is a book that will be re-read and enjoyed when more academic text-books are laid aside and forgotten.

Whither Spinning? Collected Poems

By M. BRUCE-WILLIAMS. (3s. 6d. Oxford: Blackwell.)

A collection of about fifty short poems, containing much wit and wisdom that will strike a responsive chord in the heart of many a reader.

The School Book of English Verse

Chosen by G. BOAS. (5s. Macmillan.)

It has been said that an anthology is perhaps the only kind of book for which no apology is ever needed. Few will quarrel with the selection that Mr. Boas has made from the boundless wealth of English poetry. His aim has been twofold—to include only such poems as really appeal to the young, and to make the selection sufficiently comprehensive for no poem to be omitted with which a pupil ought to be acquainted. Hence he refuses to exclude old favourites that may be thought "hackneyed." The book ranges from Chaucer to modern poets of to-day, such as C. D. Lewis, W. H. Auden, and Stephen Spender. The result is a delightful companion, representing (for most readers) both old and new friends.

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History

A Sketch-Map History of the Great War and After, 1914-1935

By IRENE RICHARDS, J. B. GOODSON and J. A. MORRIS. (3s. 6d. Harrap.)

A very useful summary of the events of the critical twenty years 1914–35 lavishly illustrated by means of excellent sketch-maps. The little book is a model of the way in which history and geography can be co-ordinated to the immense advantage of each.

An Introduction to Medieval Europe, 300-1500

By Prof. J. W. THOMPSON and Prof. E. N. JOHNSON. (21s. net. Allen & Unwin.)

Prof. Thompson is a highly-qualified expert on the economic and social history of the Middle Ages. His text-book on that subject published in 1928 is already a classic. His interest in the political and constitutional history of the period, however, is slight. Consequently his *History of the Middle Ages* 300–1500, published in 1931, was most disappointing. He evidently recognized its defects, for, after having made vast preparations for a revised edition, he handed the whole thing over to his very competent pupil, Dr. E. N. Johnson, now Associate-Professor in the University of Nebraska. The result is an excellent compendium of medieval history, well-documented, excellently illustrated, specially strong and satisfactory on the cultural side of the subject.

Synopsis of European History, 476-1914

By H. PLASKITT and P. V. COHN. (4s. 6d. University Tutorial Press.)

A very concise but scholarly and accurate summary of medieval and modern European history. It obviously consists of the notes which two able and experienced tutors of University Correspondence College prepared for the guidance of their distant pupils. It will be welcomed by serious students everywhere.

The Making of the Modern World : a Correlated Survey of the History of Europe, America, and Asia, from the end of the Fifteenth Century to the Outbreak of the World War

By W. R. MCAULIFFE. (2s. 9d. Blackie.)

An extremely concise but, within its limits, competent summary of the last four centuries of world-history. It is a good " first book," providing the broad framework which subsequent reading may fill in.

A York Miscellany : Compiled from Records of the Past Four Centuries

By I. P. PRESSLY. (6s. net. Brown.)

Miss Pressly has ransacked to good purpose the voluminous literature relating to " the Second City of the Realm," and she has gathered within the 269 pages of this modest book a fascinating collection of sketches relating to the history of York from the end of the fifteenth century to the middle of the nineteenth. The book is well illustrated with photographs and drawings.

The League from Year to Year (1937)

(1s. Geneva : Information Section, League of Nations ; London : Allen & Unwin.)

Whether or not one is an ardent believer in the existing League of Nations, there should be no doubt in one's mind as to the interest and utility of this annual review of its main activities. For apart from the League's operations in the difficult and controversial sphere of international politics, we have to reckon with its work in such matters as health organization, child welfare, traffic in women and children, traffic in opium, international assistance to refugees, assistance to indigent foreigners, road traffic, reform of the calendar, and so on. Then there is the League's work in " intellectual co-operation "—of special interest to educationists the world over. People who talk at large about abolishing the League, because of its failure to prevent aggressive warfare, should try to realize what extremely serious consequences its abolition, as distinguished from its reform, would entail.

Philip's Atlas of Ancient and Classical History

Edited by R. MUIR and G. PHILIP. (5s. Philip.)

This excellent atlas of twenty plates with numerous insets will serve as a useful companion to Messrs. Muir and Philip's *Atlas of Medieval and Modern History*. It covers the twenty centuries from about 1600 B.C. to A.D. 400.

The Age of Drake

By Dr. J. A. WILLIAMSON. (The Pioneer Histories.) (15s. net. Black.)

An admirable account of the achievements of the Elizabethan seamen from the pen of a past master of the subject. A most fascinating book.

Europe and the World : a School History from 1789 to 1938

By DÉSIRÉE EDWARDS-REES. (5s. Blackie.)

A concise and clear summary of general history from the French Revolution to the present day. The author—Head Mistress of the Godolphin School, Salisbury—shows much skill in selecting essentials and omitting matters of minor importance.

This Realm of England : Monarchy, Aristocracy, Democracy

By Sir John Marriott. (15s. net. Blackie.)

The subject of this book is not made quite clear by the title. It is a constitutional history of England, though not of the sort inevitably brought to mind by that somewhat forbidding phrase. The distinguished author here keeps primarily in view the general reader, the ordinary citizen who is proud of his country and its constitution, and would like to know more about the evolution of the latter. In meeting this need, the author has taken account of the immense amount of research which has been accomplished during the last thirty years, and which is for the most part inaccessible except to the specialist. The book will, therefore, prove valuable, not only to the general reader, but also to the student about to begin a serious course in constitutional history. But whatever the type of reader, the author gives him due notice that this book marks a new departure in the exposition of the subject. Probably all of us in the days of our youth learnt English history as a succession of " reigns." J. R. Green abandoned this method in his *Short History*, but it is still much in evidence. In the special case of constitutional history, however, the fashion of reigns has not been generally followed. Sir John Marriott thinks this to be a mistake. He points out that in England Parliament is a mushroom growth as compared with the Monarchy, and he gives other reasons for a reaction against the prevalent fashion of the nineteenth century. With these indications of the author's aims in writing this book we must content ourselves, except to say that we believe the readers whom he has had in mind will find the book extremely interesting from beginning to end.

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Mathematics

The Teaching of Arithmetic and Elementary Mathematics

By W. L. SUMNER. (5s. Oxford: Blackwell.)

Mr. Sumner, of University College, Nottingham, has compiled this concise and attractive handbook for those who are interested in the best methods of teaching mathematics in senior schools. It also provides a guide to the "New Freedom" series of school books. Stress has been laid on the use of mathematics in daily life and in the world. All aspects from primary school arithmetic to surveying and navigation are considered. An attractive quality of the book is the enthusiasm of the author for the teaching of mathematics. Few official publications, however well meaning, show this quality: and this book may promote more good teaching than many formal reports or syllabuses. We recommend it to busy teachers of elementary mathematics who would like to know the possibilities of their subject expressed in a concise and readable book.

A New Geometry

By A. W. SIDDONS and K. S. SNELL. (3s. 6d. Cambridge University Press.)

Here is a most interesting geometry. It is arranged on a new plan. It contains a wide range of geometrical material, and leads to a systematic theoretical course. There are three parts: in the first are considered the facts of geometry. Theorems are stated but their proofs are only suggested as rider-work. Solid geometry is introduced early, and similarity is introduced as a basic idea following congruence. Small letters are used to denote angles. Exercises are classified so that the learner is compelled to notice the work he is intended to master—*e.g.* he is advised when to try similarity, when to avoid using congruent triangles. The range of this part of the book covers work up to rectangle properties of the circle. The second part is composed of items that are not essential in a geometry course—*e.g.* the extensions of Pythagoras' Theorem. The third part is a systematic course of theorems in which the student's attention is carefully directed to the reasoning which has decided the nature of the sequence. The whole book is clearly the fruit of a lifetime's teaching of geometry. It is in accordance with recent improvements, it is excellently printed and cheap. A companion teaching volume is in preparation.

1. A School Arithmetic

By C. W. GODFREY and R. C. B. TAIT. (3s. 6d. Blackie.)

2. Modern School Arithmetic

By R. N. HAYGARTH and E. V. SMITH. (With Answers, 3s. 6d. Without Answers, 3s. Harrap.)

3. A School Arithmetic

By J. B. CHANNON and A. MCLEISH SMITH. With Answers. (4s. 6d. Longmans.)

These three arithmetics differ widely. Messrs. Godfrey and Tait introduce logarithms early to help with science calculations, and they end each chapter with selected School Certificate questions. Their book contains harder and more formal examples than the other two and should be useful for examinations which still require such work. Messrs. Haygarth and Smith are more enterprising in material and methods: *e.g.* they discuss index numbers, and use a method called equality of ratios instead of unitary method. Their examples are real and interesting. Messrs. Channon and McLeish Smith have written the bulkiest volume of the three in response to general requests for plenty of examples. Some of their exercises on weights and measures are absurdly long—sums containing every unit from ounces to tons serve no useful purpose nowadays—but there is a useful chapter on simple percentages immediately following fractions and decimals. Their book is very clearly arranged and printed.

Exercises in Algebra: for Secondary Schools

By M. J. G. HEARLEY. (With Answers, 3s. 6d. Without Answers, 3s. Teacher's Book, 2s. Harrap.)

These exercises and the accompanying teacher's volume are worth consideration because they omit futile bookwork, provide a course for pupils working on individual lines, and show the author's real enthusiasm for the teaching of algebra. Full use is made of the formula.

Geometry for Schools

By A. H. G. PALMER and H. E. PARR. (4s. 6d. Bell.)

This book has been written to make the most use of the reduced time for geometry now available in many schools. The authors have cut down bookwork and substituted very many theoretical riders. They have stated assumptions clearly, suggested variations of theoretical development in stage B work, and formed an appendix of material that may be omitted from the course by slower pupils. They use many stimulating devices for encouraging successful solution of riders: the number of diagrams is very large. The book is available in two parts: it is worth serious consideration.

Mathematics for Technical Students

By A. GEARY, H. V. LOWRY and Dr. H. A. HAYDEN. Part 1. (4s. Longmans.)

This is the first part of a three volume course covering national certificate syllabuses in engineering, building and chemistry. It is the work of three successful heads of departments and should be most valuable to those who have to prepare for these examinations either in class or by private study. Short historical notes are included to stimulate interest. This volume includes trigonometry and vectors.

National Certificate Mathematics

Vol. 1 (First Year Course), by P. ABBOTT and C. E. KERRIDGE. Vol. 2 (Second Year Course), by P. ABBOTT and H. MARSHALL. Vol. 3 (Third Year Course), by G. E. MAHON and P. ABBOTT. (Vol. 1, 6s. net. Vols. 2 and 3, 7s. 6d. net. each. English Universities Press.)

These volumes each cover one year's work for technical students taking mechanical or electrical engineering courses in a technical institution, but care has been taken to provide a sound theoretical basis for more advanced study. The material and its presentation are interesting and should encourage the student, but the paper and layout of the volumes seem rather heavy and the books themselves are substantial and ponderous.

Solid Mensuration, with Proofs

By Prof. W. F. Kern and Prof. J. R. Bland. Second edition. (10s. net. New York: Wiley; London: Chapman & Hall.)

This book has been written by two professors at the U.S. Naval Academy with the assistance of eleven colleagues. Its contents therefore presumably represent the amount of solid mensuration which a naval Officer is expected to make part of his working stock of knowledge. As the mathematics employed does not extend to the calculus, the range of problems treated is necessarily restricted, but nevertheless includes most if not all of practical importance. The excellent figures and diagrams merit special mention.

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Miscellany

The Librarians' Glossary : Terms used in Librarianship and the Bookcrafts

By L. M. HARROD. (6s. net. Grafton.)

An indispensable book for librarians and for students preparing for the examinations of the Library Association. It is primarily a glossary of library terms, but includes such subjects as printing, paper-making and bookbinding. It supplies a real need, as it is the first complete glossary of this subject.

Facts and how to find them : A Guide to Sources of Information and to the Method of Systematic Research

By W. A. BAGLEY. Second Edition, revised. (2s. 6d. net. Pitman.)

A useful little book, written by a journalist for his fellow workers and all who need to hunt for information from the printed word. He includes chapters on catalogues, bibliographies, year books, periodicals and other sources of information, and also has hints to give on note-taking and skimming.

Scholastic, Economic and Social Backgrounds of Unemployed Youth

By W. F. DEARBORN and J. W. M. ROTHNEY. (Harvard Bulletins in Education, No. 20.) (6s. 6d. net. Cambridge, Mass. : Harvard University Press ; London : Oxford University Press.)

This interesting piece of research is an unusually valuable one because its authors had access to data collected over a period of twelve years by the Harvard Growth Study. From this wealth of material they selected seventy-four items about each of the individuals, 1,360 in all, who are the subjects of the present investigation ; with the background thus provided, the results of their research have a special claim to reliability. Until English investigators start with a similar advantage, it is impossible to find out whether the results found in America are true for England too.

The Statesman's Year-Book : Statistical and Historical Annual of the States of the World for the Year 1938

Edited by Dr. M. EPSTEIN. (20s. net. Macmillan.)

This is the seventy-fifth issue of the well-known compendium of statistical and historical information, world-wide in scope but with special emphasis on " the British Commonwealth of Nations," the title for the British Empire adopted for the first time in the present issue. This is the title of the first section, the second being devoted to the United States of America and the third to " Other Countries." As *hors d'œuvres* are Introductory Tables, with comprehensive statistics for world production, shipping, &c. This section should become one of the main " courses," for the information is specially valuable and significant in the present condition of the world. Every branch of human geography appears to be adequately covered in the information and statistics. There are two maps : (1) Singapore—showing strategic position of naval base and air routes and (2) steel production and world distribution of associated ores. Bibliographies are given for each country.

Essential Facts about the League of Nations

Ninth Edition, Revised. (1s. Geneva : League of Nations ; London : Allen & Unwin.) 1s.

This moderately priced brochure should remove much ignorance and prejudice. In particular, the work of the League for " intellectual co-operation " deserves to be more widely appreciated and, we may hope in due course, developed. No one will question the value of this and kindred work, *e.g.* health, social and humanitarian and refugee relief work. That equal success has not been attained in the political sphere is regrettable, but, as M. J. Avenot, the Secretary-General, says, this must not lead to demoralization.

What's What and Who's Who in Some World Affairs

By J. A. SINCLAIR POOLEY. (5s. net. Bale and Curnow.)

In proportion to its size this book covers an immense field. It is a compact handbook intended for newspaper readers and others interested in current events. If you are not very clear about any of the many treaties, pacts, conventions and agreements, or about any of the outstanding international questions of the day and of the parts played by the chief actors in them, the author of this book tells you succinctly just what you probably want to know. In an appreciative foreword, Mr. Vernon Bartlett commends the book as deserving of very considerable success.

1. **The Maturing Mind**
   By Prof. T. H. PEAR.
2. **National Self-Sufficiency**
   By P. H. ASHER.
3. **Drama and Life**
   By R. DATALLER.
4. **What about India?**
   By L. F. RUSHBROOK WILLIAMS.
5. **Physical Education**
   By M. L. JACKS.
6. **The Responsible Citizen**
   By S. H. CAIR.
7. **Factory Law**
   By CLARA D. RACKHAM.
8. **Rude Mechanicals : a Short Review of Village Drama**
   By NORA RATCLIFF.
9. **Our Spoken Language**
   By Prof. A. L. JAMES.
10. **The Geography behind History**
    By G. EAST.
11. **Propaganda**
    By R. S. LAMBERT.
12. **The French Political Scene**
    By DOROTHY M. PICKLES (Discussion Books). (2s. net each. Nelson.)

The main object of this attractive series is to help on the cause of adult education. Each book is written by a competent authority, but not in an authoritarian spirit. The intention is to stimulate discussion. The books appeal to the various associations of adult students, and, generally, to the average man or woman who desires to form a personal opinion on current problems. The problems so far treated, as will be seen from the above list of titles, are social, political, literary and educational. Whilst the technical terms used by the specialist are avoided, the authors do not write down to people who are not prepared to read with care and attention. It may be truly claimed for the series that it represents that freedom of thought and speech which is still the prerogative of this nation, " in a world where many people can never call their tongues, and seldom their minds, their own." A series which fulfils its aims so well, and is produced at so low a price, deserves success, and has our cordial commendation.

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Modern Languages

German Classified Vocabulary

By C. H. LEATHER. (1s. Dent.)

Now that set books have disappeared from modern language examinations, it is astonishing that more attention is not given to vocabulary. Few pupils keep a note book of their own difficulties; this could be increased by five minutes' vocabulary work at the beginning of a class. Mr. Leather's list includes about 3,000 words, divided into forty categories.

French Prose and Verse for Comprehension

Chosen and Edited by C. BROCKIE. (1s. 3d. Bell.)

Comprehension tests are a recent addition to some examination papers. This book contains forty-five French extracts with questions on the opposite page; they have been well chosen and cover a wide range of knowledge. These exercises are likely to lead to an improvement in translating into French, as the pupil's improvement in vocabulary and grammar should be rapid. They could be used in a third or fourth year form.

L'Énigme du " Redoutable "

By J. H. ROSNY, Jeune. Edited by P. W. PACKER. (2s. 6d. Macmillan.)

The brothers Rosny hold an honourable place among French novelists. In this adventure story third year students will become very interested. The exercises include a liberal quantity of questions and retranslations.

The Intelligent Student's Guide to Modern German: a Methodical Study of German Vocabulary and Grammar based on Gerstäcker's well-known Story " Germelshausen "

By W. E. WEBER. (7s. 6d. Pitman.)

Mr. Weber is well known as a successful coach at Bonn. He has succeeded in producing something very rare in educational books—something entirely new and original. He takes an interesting story with a vocabulary of daily life, well worth learning. He takes his pupils, who know little or nothing of German, and makes them jump into the middle of the language, with no help from dictionary or grammar. The book begins with two pages of the text which are followed by twenty lessons explaining each word of the text and a revision paper. In these the similarity of German and English is insisted on, the building up of the language into groups by means of prefixes and suffixes is explained and a large vocabulary is acquired. The first lesson deals with the first ten words of the book but a great deal of grammatical information is given. This system would evidently be more successful where a daily lesson in German was the rule, but for interesting older pupils and making them use their wits it is a most inspiring experiment.

An Analytical Bibliography of Modern Language Teaching. Vol. 2: 1932–1937.

Compiled and edited for the Committee on Modern Languages by A. COLEMAN, with the assistance of CLARA B. KING. (4.50 dollars. Chicago, Ill.: University of Chicago Press.)

This book is a continuation of the former volume which dealt with the period 1926–31. Both are essential books for any educational library, although they deal almost exclusively with American books and methods. The valuable part is the précis they give of the 1,125 books that they notice. These will save an investigator much valuable time. It must not be forgotten that modern languages do not play so important a part in the American curriculum as in the European. Two years is the average time given to a modern language in American schools and one feels constantly, when looking through American text-books, that the authors are striving to find some short cut to squeeze a five year course into two years. But there are no short cuts in education, as Euclid told Philip of Macedon over twenty centuries ago. The books here classified are placed under such heads as History and Surveys, Trends in Teaching, Aims, Materials and Methods (the largest section), Examinations and Training of Teachers. It is pleasant to note that there are occasional references to *The Journal of Education* and *Modern Languages*.

Three One-Act French Comedies

Selected and Edited by V. Cohen. (1s. 6d. Blackie.)

These three plays are most amusing and would make interesting reading for a third year form, or they might be set as a holiday task. The translations given in the notes are not always accurate, such as those of cossu, commode and malin, nor is the vocabulary quite complete.

Robert et ses Amis: a Second-Year Reader

By R. WINDER. (2s. Rivingtons.)

This is a well-built book and it is not surprising to learn that it has been used by its compiler with his form for three years in manuscript. The reader was used for only one period a week, so the text and exercises have been kept short. Revision occupies an important place.

School Certificate French Composition

By C. E. STOCKTON. (2s. Methuen.)

Help for the most difficult part of any French examination is always useful. This book is meant to be used during the two years preceding the School Certificate. The extracts are graded in difficulty. A short introduction emphasizes the difficulties that most beginners meet and warns them how to overcome them. Many of these extracts could be used for free composition some time after having been translated.

D'Artagnan et les Trois Mousquetaires

By DUMAS. Edited on a Frequency Basis by L. LAMPORT-SMITH. (1s. 6d. Blackie.)

The elder Dumas has a perennial attraction for the young, and the most valuable part of the learning of a foreign tongue is the ability to read. These four extracts from *Les Trois Mousquetaires* could be used in a third year form for the vocabulary has been simplified. A few questionnaires and retranslation exercises have been added.

Andrée: ein Kampf um den Pol

By W. BAUMGART. Edited by M. LLOYD. (Blackie's Graded German Texts.) (1s. 6d. Blackie.)

This book will make an interesting reader for upper forms. Andrée's attempt to reach the Pole in a balloon ended in his death and is now almost forgotten. The reasons for his failure are now known and the Soviet flight of 1937 showed what he aimed at doing. Notes on idioms and a full vocabulary are included in this well-produced book.

A Practical French Course: for Evening, Technical and Commercial Schools

Part 2. By H. O. EMERSON. (2s. 6d. Hachette.)

This book is intended for older students and the twenty lessons begin with a piece of French dealing with subjects of to-day with a commercial tendency. This is followed by a portion of grammar and exercises on it and an English extract to be translated into French.

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Science

Everyman's Wild Flowers and Trees : Five Hundred of the British Wild Flowers, Trees, Shrubs, Grasses and Ferns, described and illustrated, 384 in colour after Sowerby's *British Wild Flowers*, and 120 from line-drawings by the Author

By M. HADFIELD. (6s. net. Dent.)

The contents of this book are sufficiently stated in the sub-title. The descriptions and illustrations are clear and accurate ; but for purposes of identification the insertion of dichotomous keys would have been an improvement. As it is, the floral characters of eight only of the families are given ; whereas members of nearly all are figured and described.

Primitive Races of To-day

By J. W. PAGE. (8s. 6d. net. Harrap.)

There is here brought together information about simple societies that is otherwise not readily accessible to most teachers. The races whose mode of life is described are grouped together under four headings : Hunters and Collectors, Hunters and Fishers, Gardeners, Herders. The physical conditions of the habitat of each people are considered, and their effect on the people discussed ; frequently, too, the changes induced by contact with white races are stated. Eighteen maps and a large number of illustrations combine with the text to form a volume useful to all geographers.

A Pocket-Book of British Butterflies, Moths and other Winged Insects

By C. A. HALL. (5s. net. Black.)

This handy and nicely illustrated volume should render easy the identification of all our native butterflies, and of a large number of the moths, and of a few other conspicuous insects. The information given about each species is usually accurate ; but it is not correct to say (page 133) " Honey is the staple food served to the [wasp] grubs," for these are reared entirely on animal food. The illustrations would be more useful were the degree of reduction always, instead of only sometimes, stated.

Nature's Playground

By M. CORDELIA E. LEIGH. Books 2, 3 and 4. (1s. 8d. each. Collins.)

These three booklets cover a wide field in the animal and plant kingdoms ; and (4) contains also an astronomical chapter. They are meant for school use, and should succeed in engendering in their readers a keen interest in our fauna and flora, as well as in those of foreign lands. They are profusely and excellently illustrated.

A Course in Experimental Chemistry : for Senior and Central Schools

By W. V. WARMINGTON. (2s. 6d. Warne.)

Mr. Warmington here caters for complete beginners ; he uses simple language and explains each point very clearly as it arises. We regard the book as entirely suitable for use in senior and central schools, for which it was designed. Full instructions for practical work are included.

An Introduction to Geology

By Prof. A. E. TRUEMAN. (4s. net. Murby.)

The greater part of this book can be understood by a beginner in geology and so can be of great use to the school-teacher. It is written in simple language and the matter is well arranged. There will be many, besides those at school, whose interest in the subject has been kindled by their own observation, who will read the book.

The Earth Changes

Written by JANNETTE M. LUCAS. Illustrated by HELENE CARTER. (6s. net. Harrap.)

This book gives a brief account of the appearance of the earth and of the life on it during the geological periods. It is somewhat overburdened by names. Theories no longer believed in on this side of the Atlantic are mentioned as if they were generally accepted.

General Science Chemistry

By A. S. WHITE. (2s. 3d. Dent.)

This book covers rather more ground than is required for general science in the School Certificate, and is nearly up to the standard required for chemistry-with-physics. The opening chapters have been arranged in such a way that the book can be used by students who have not previously studied chemistry. Thus the first seven chapters deal with the air, combustion, oxygen, water, hydrogen, chalk, lime, carbon dioxide and its applications to every-day life, solutions and acids ; subjects which form the basis of most introductions to chemistry. The next three chapters are mainly concerned with the atomic theory, equations, salts and equivalent weights. Succeeding chapters deal with the chemistry of nitrogen, chlorine, sulphur, sulphur dioxide and carbon compounds. Chapter XV is devoted to the molecular theory, whilst the final chapter (XVI) covers a most remarkable assortment of diverse topics, which range from steel to geology, ozone, volumetric analysis and then—*mirabile dictu !*—back to other metals. This brings one to the main defect of the book, namely the lack of systematic treatment in several sections. Thus, apart from the unscientific jumble of material in the last chapter, we find that the chemistry of hydrogen sulphide is considered under salts in Chapter IX, whereas it should obviously have been included in the chapter on sulphur and sulphur dioxide. Again, oxidation and reduction are discussed in Chapter X, which is devoted primarily to equivalent and atomic weights. The reviewer considers that this lack of systematic treatment will confuse the average student and that it has spoilt what is otherwise a useful book.

1. Higher School Qualitative Analysis

By F. A. MEERENDONK. (1s. 6d. Dent.)

2. Tables for Qualitative Analysis: With some principal reactions and confirmatory tests

By Dr. J. BRUCE and H. HARPER. (8d. Macmillan.)

(1) The first book gives an elementary account of the analysis of simple salts and mixtures, and is suitable for school use and for medical students. The author has avoided giving that " maze " of information which so often confuses the beginner, though it is disappointing to find that Marsh's test for arsenic has been omitted. The book is divided into five chapters which consider in turn (i) the analysis of a simple salt, (ii) analysis of a simple mixture (cations in different groups), (iii) analysis of a complex mixture, (iv) the recording of results, (v) the theory of precipitate formation. The factual information is precise and exact, but it is disconcerting to find in the last chapter on theory a reference to the equilibrium constant of hydrochloric acid, and the explanation of the non-precipitation of magnesium carbonate in group 5 is totally incorrect. The publishers are to be congratulated on the production of a well printed and strongly bound book at such a reasonable price. (2) The second book has been adapted by the authors from their *Practical Chemistry* and is intended for examination work only, and not for systematic training. It is

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presumably with this object in view that the authors have omitted tables for the analysis of simple salts. The notes, tables of tests, &c., are clear and concise and appear to be suitable for Higher Certificate and University work.

Notes on Qualitative Organic Analysis

By Dr. F. R. STORRIE. (Dent's Modern Science Series.) (2s. 3d. Dent.)

This book gives concise, clear, up-to-date and systematic notes on the analysis of organic substances. Thus, after explaining how to identify the existence of a mixture and how to separate it into its constituents, the book describes preliminary tests for the indication of the group to which a compound belongs. There is then given a list of some eighteen groups into which the compounds are divided, and tests for the confirmation of each group are described, as well as suggestions for the preparation of the various derivatives. This is followed by notes on the preparation of reagents and performance of tests such as the carbylamine reaction. Examples are given of how an analysis should be written up. Finally, there are some classified tables of boiling points and melting points of compounds and their derivatives, together with an index at the end of the book. The author is to be congratulated on the production of a most useful book, which can be recommended with confidence to all students who not only desire to learn rational methods of identifying organic compounds, but who also wish to improve their knowledge of organic chemistry.

Laboratory Directions in College Zoology

By Prof. H. L. BRUNER. Revised Edition. (7s. 6d. net. New York: Macmillan.)

A good book for the practical study of representatives of all the chief phyla; though, curiously, no mammal is included among the Chordata.

Guide to High School Biology

By EDNA CRAIG and G. K. STONE. (4s. 6d. New York: Macmillan.)

American methods differ so widely from our own that English pupils would be amazed—and in places amused—if confronted with this "guide." Nevertheless, teachers can cull from its pages many valuable ideas; and it certainly should train the child to think and to reason about its observations. The types and subjects usual in biology courses are dealt with, including even Mendelism and eugenics.

Reasoned School Gardening

By F. AKEHURST. (2s. 6d. Russell.)

This is a well-designed and stimulating book with its chapters arranged seasonally, beginning with the first two weeks of September. In addition to instruction in all gardening technique, it contains good accounts of and suggestions for experiments in plant physiology; and throughout gives clear reasons for all that should be done in the rearing and propagating of plants.

A Science Note-Book for Civil Service Students

By T. T. RICHARDS and G. N. RIDLEY. (Civil Service Preparation Series.) (3s. 6d. Pitman.)

For rapid revision of previous work in biology, chemistry and physics this book can be unreservedly commended.

Living Creatures in their Homes

By KATE HARVEY. (Nature Study Readers, Book 3.) (1s. 3d. Macmillan.)

A capital little book this. "Creatures," quite rightly, includes plants as well as animals; and of whichever she writes, Miss Harvey's accounts are simple and accurate. Her book will give a sound, all-round introduction to biology to children fortunate enough to have it read to them.

A Modern Introduction to Science

By Dr. W. P. D. WIGHTMAN and A. O. CHESTERS. Part 4. (4s. Oliver & Boyd.)

This is the concluding part of a very good elementary text-book of general science. It is the sort of book which a teacher may put into the hands of his pupils with confidence, having been written with care, accuracy and skill. The attractiveness of the presentation is enhanced by the scholarly and cultivated atmosphere which pervades the whole and which will ensure that the reader assimilates not merely scientific facts but an appreciation of a pleasant English style and the nice use of words. The only error that we have noticed is Russell for Russel in the second name of A. R. Wallace.

A Higher School Certificate Inorganic Chemistry

By G. H. J. ADLAM and L. S. PRICE. (8s. 6d. Murray.)

The Higher Certificate is an important hurdle in the career of thousands of our young people, and so far as chemistry is concerned many candidates who take this subject do not proceed any further with it once the hurdle is cleared. So long as the possession of a Higher Certificate represents a valuable asset, the schools are bound to try to get as many of their pupils through the examination as they possibly can; and this leads us to the point that, to get through in chemistry, any candidate who has not been introduced to Adlam and Price has not been given as good an opportunity as he might have been. If the present book is as widely adopted as seems likely, Higher Certificate examiners are going to have a difficult task, for all the candidates will be up to pass standard.

The Elements of Physical Chemistry

By. F. W. GODDARD and Dr. E. J. F. JAMES. (5s. Longmans.)

The authors state in the preface that their aim has been to provide a concise introduction to physical chemistry for students who are preparing for Higher Certificate, First Medical and University Entrance Scholarship Examinations. The book therefore covers the usual Higher Certificate and Scholarship syllabus of physical chemistry, including the laws of chemical combination, equivalent weights, atomic weights and the electronic theory of valency, though there is no mention of the basicity of acids. Questions, selected in part from those of the Higher Certificate and university examining boards, are given at the end of the chapters, and the answers to the numerical problems are given at the end of the book, together with a table of logarithms. The subject-matter is up to date, and the laws and definitions of chemical terms are clear and precise. A special feature of the book is the numerous examples of physico-chemical calculations that have been worked out in the text; this will prove of especial value to all students who are studying physical chemistry for the first time. The authors, however, in their endeavour to produce a concise introduction to physical chemistry, appear to have been too concise in several sections of the book, with the result that either important material has been excluded or else the student will fail to grasp the full significance of the subject. Thus, in dealing with the heat of a solution of a substance in water, no mention is made of the fact that the effect of temperature on the solubility depends upon the heat change *at the point of saturation*. Again, the account of the work of Stas on the equivalents of potassium, silver and chlorine, by the analysis of potassium chlorate and synthesis of silver chloride, could not be understood by the average student. Subject to the above criticism, the book can be recommended for use in schools and for medical students.

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Books Received

ART AND HANDICRAFT

Building Construction
By W. B. McKay. Vol. 1. (6s. Longmans.)

Constructive Metalwork
By J. H. Evans. (9s. Arnold.)

The Craft of Model Making
By T. Bayley. (10s. 6d. net. Leicester: The Dryad Press.)

School Craftwork in Wood: a Textbook for Craft Teachers, Students, and Woodworkers generally, who need to make a study of Tools, Timber, Materials, Design and Drawing, in association with the Practice of Craftwork
By E. W. Luker. (7s. 6d. net. Technical Press.)

Drawing for Advertising
By J. Gardner in collaboration with L. Sharpe. (3s. 6d. net. Black.)

BIOGRAPHY

1. Sir Edward Elgar
By T. F. Dunhill.

2. Thomas Hardy
By W. R. Rutland. ('Order of Merit' Series.) (5s. net, each. Blackie.)

Karl Marx
By C. J. S. Sprigge. (Great Lives.) (2s. net. Duckworth.)

Famous Men of Britain
By L. du Garde Peach. (1s. 8d. Pitman.)

Goldsworthy Lowes Dickinson
By E. M. Forster. Cheaper edition. (5s. net. Arnold.)

CLASSICS

Proses from Foundations for Latin Prose Composition
By L. W. P. Lewis and E. H. Goddard. (1s. Heinemann.)

Practice Papers in Latin Accidence
By Alice M. Croft. (9d. Harrap.)

Second Year Latin
By Dr. W. W. Ewbank. (3s. 6d. Longmans.)

Practical Latin Grammar
By the Rev. J. G. Wilkie and C. W. F. Lydall. (3s. 6d. Rivingtons.)

Pax et Imperium: a Middle-School Latin Reader
Compiled by J. M. Cobban. (2s. 6d. Methuen.)

Mentor: an Exercise Book and Companion to "Civis Romanus"
By R. Colebourn. (2s. 6d. Methuen.)

ECONOMICS

Population: To-day's Question
By G. F. McCleary. (6s. net. Allen & Unwin.)

The Coming Victory of Democracy
By T. Mann. (2s. 6d. net. Secker & Warburg.)

Elementary Economics
By G. B. Jathar and Prof. S. G. Beri. (3s. net. Oxford University Press.)

Modern Economic Organisation and Problems: a Study of Economic Method and of Contemporary Economic Structure and Problems
By Dr. E. W. Shanahan. (4s. Longmans.)

Outlines of Economics
By Prof. R. T. Ely and Prof. R. H. Hess. Sixth edition. (Social Science Text-Books.) (15s. net. New York: Macmillan.)

EDUCATION

A Regional Program for the Social Studies
By A. C. Krey. (5s. 6d. net. New York: Macmillan.)

Education and the Quest for a Middle Way
By P. H. Sheats. (5s. 6d. net. New York: Macmillan.)

Modern Education in the Small Rural School
By Kate V. Wofford. (12s. net. New York: Macmillan.)

The Origins and Early History of Alderman Newton's Foundation
By Dr. R. W. Greaves. (Wrappers, 1s. 6d.; stiff boards, 2s. Leicester: Edgar Backus.)

Improving Instruction: Supervision by Principals of Secondary Schools
By T. H. Briggs. (10s. 6d. net. New York: Macmillan.)

The Extra Year: a Report of the Joint Committee of Investigation representing the Association of Education Committees and the National Union of Teachers
(3s. 6d. net. University of London Press.)

Editorial Treatment of Education in the American Press
By C. R. Foster, Jr. (Harvard Bulletins in Education, No. 21.) (8s. 6d. net. Cambridge, Mass.: Harvard University Press; London: Oxford University Press.)

Educational Statistics
By Prof. J. E. Wert. (McGraw-Hill Series in Education.) (18s. McGraw-Hill Publishing Co.)

Mill Hill
By N. G. Brett-James. (English Public Schools.) (5s. net. Blackie.)

Learning and Teaching in the Infants' School
By E. G. Hume. (6s. net. Longmans.)

The Child in the Educational System
By E. W. Woodhead. (3s. 6d. net. Gregg Publishing Co.)

Voltaire et l'Encyclopédie
By Dr. R. Naves. (Ames et Figures.) (30 francs. Paris: Les Éditions des Presses Modernes.)

The Old Public Schools of England
By J. Rodgers. (7s. 6d. net. Batsford.)

The Purposes of Examinations: a Symposium
(Reprinted from the Year Book of Education.) (3s. net. Evans.)

Kappa Delta Pi, 1911-1936
By A. L. Hall-Quest. (14s. net. New York: Macmillan.)

The Undergraduate Student in High School and College: Educational and Social Adjustments
By N. Keys. (University of California Publications in Education, Vol. 7, No. 3.) (5s. 6d. net. Berkeley, Cal.: University of California Press; London: Oxford University Press.)

Supervision: Principles and Practices in the Improvement of Instruction
By Prof. A. S. Barr, Prof. W. H. Burton and Prof. L. J. Brueckner. (Appleton Series in Supervision and Teaching.) (16s. net. New York and London: Appleton-Century Co.)

An Introduction to Child Study
By Prof. Ruth Strang. Revised edition. (12s. 6d. net. New York: Macmillan.)

The Assistant Master Speaks
(7s. 6d. net. Kegan Paul.)

Philanthropic Foundations and Higher Education
By Dr. E. V. Hollis. (17s. 6d. net. New York: Columbia University Press; London: Oxford University Press.)

The Intermediate Schools of New Zealand: a Survey
By C. E. Beeby. With Appendices by C. L. Bailey. (10s. net. New Zealand: Council for Educational Research; London: Oxford University Press.)

Let's go to School: Integrative Experiences in a Public Elementary School
By A. H. Horrall, Lydia E. Codone, Mabel S. Willson and Leah S. Rhodes. (McGraw-Hill Series in Education.) (18s. McGraw-Hill Publishing Co.)

Educational Traditions in the English-Speaking Countries
By Dr. N. Hans. (Reprinted from the Year Book of Education.) (2s. net. Evans.)

A Student Personnel Program for Higher Education
By Prof. Esther McD. Lloyd-Jones and Dr. Margaret R. Smith. (15s. McGraw-Hill.)

The Educational and Cultural System of the Czechoslovak Republic
By Dr. R. Stránský. (Prague: Vladimír Zikeš.)

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Graded Reading and Writing Exercises: a Series of Exercises for use in Theory and Elementary Speed Classes
New Era Edition. (6d. Pitman.)

Leaders and Pages
Edited by A. R. MOON and G. H. MCKAY. (Heritage of Literature Series.) (2s. 3d. Longmans.)

Jarrolds' Dictionary of Difficult Words
Compiled by R. H. HILL. (3s. 6d. net. Jarrolds.)

The Craft of Composition
By J. L. HARDIE. Book 2: The Forms of Composition; Narrative and Description. (2s. Harrap.)

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By H. H. JOHNSON. (2s. 6d. net. Blackwell.)

Poetry and the Ordinary Reader
By M. R. RIDLEY. New edition. (3s. 6d. net. Dent.)

English Poetry: an Unfinished History
By J. DRINKWATER. (6s. net. Methuen.)

Whither Spinning? Collected Poems
By M. BRUCE-WILLIAMS. (3s. 6d. Oxford: Blackwell.)

Paradise Lost, Books I and 2, and Lycidas
By J. MILTON. (Heritage of Literature Series.) (2s. 3d. Longmans.)

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Dramatized and Arranged by R. H. COWLEY. (1s. Blackie.)

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An Introduction to Drama
By G. J. N. WHITFIELD. (3s. 6d. Oxford University Press.)

A Pair of Spectacles
By S. GRUNDY. Retold by ALICE SWEANEY. (Plays Retold, First Series.) (1s. Oxford University Press.)

Exits and Entrances: Plays for Reading and Acting
By W. B. WHITE. Second Series. (2s. University of London Press.)

GEOGRAPHY

Exercises in Modern Geography
By A. W. COYSH and D. M. HUNT. Book 8: Africa. (1s. University Tutorial Press.)

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2. South American Adventures
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Traders and Trappers: the Story of Canada
By M. C. BORER. (1s. 10d. Pitman.)

The Holy Land
Book 2: Background and Customs. By E. M. SANDERS. (Cloth boards, 2s. 9d.; Manilla, 2s. 3d. Philip.)

A Geography of Wales
By J. I. JONES. (2s. 6d. Wrexham and Cardiff: Educational Publishing Co.)

The Mediterranean Lands: an Introductory Study in Human and Historical Geography
By Dr. MARION NEWBIGIN. New edition. (5s. 6d. Christophers.)

HISTORY

This Modern Age: an Introduction to the Understanding of our Own Times
By F. C. HAPPOLD. (4s. Christophers.)

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The British Constitution
By H. R. G. GREAVES. (7s. 6d. net. Allen & Unwin.)

The Homeland Histories
By W. J. CLAXTON. Book 1: Our Homeland in the Dark Ages. (1s. 9d.) Book 2: Saxon and Norman Days. (2s.) Book 3: The Middle Ages. (2s. 3d.) Book 4: Tudor and Stuart Periods. (2s. 6d.) Book 5: The Agrarian Revolution. (2s. 9d.) Book 6: The Age of Science. (3s.) (Wells Gardner.)

A Little about History
By C. FLIGHT and EDITH LAWRENCE. (3s. 6d. net. Pitman.)

What Next in Central Europe? the Problem of Security and the Indivisibility of Peace
By V. CORNEA. (3s. 6d. Oxford: Shakespeare Head Press.)

The Myths of Greece and Rome
By H. A. GUERBER. Revised by DOROTHY M. STUART. (10s. 6d. net. Harrap.)

The Struggle for the Danube and the Little Entente, 1929-1938
By R. MACHRAY. (12s. 6d. net. Allen & Unwin.)

Wheaton's History Teaching Atlas and Note Book of British and World History
By C. K. BRAMPTON. (4s. Limp Cloth, 3s. Exeter: Wheaton.)

This Realm of England: Monarchy, Aristocracy, Democracy
By Sir JOHN MARRIOTT. (15s. net. Blackie.)

The Economy of Britain: a History
By H. M. CROOME and R. HAMMOND. (6s. Christophers.)

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Pathways through Time
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English History for Examination Students
By E. L. HASLUCK. Book 1: 1066–1585. Book 2: 1485–1689. Book 3: 1689–1815. Book 4: 1815–1914. (1s. 6d. each. Blackie.)

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The DECEMBER, 1938

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THE LAYMAN'S LIBRARY

XXIII.—LIFE IN ANCIENT ROME

By E. EWBANK, M.A., Sixth Form Classical Master, Bradford Grammar School

WRITERS of history have always been concerned mainly with wars and politics; since the last century they have become increasingly influenced by considerations of economics; and this century interest has turned more and more to the social aspects of history. In ancient history particularly there had been a tendency to overlook the social aspects, no doubt because the ancient historians themselves did not regard the everyday life of the people as a matter for history. Consequently, our knowledge of life in ancient times has to be obtained indirectly either from references in the literature or from the evidence of archaeology. Fortunately, these sources are ample, for we have the literary evidence of Cicero's letters for the Republic, of Horace and Ovid for the Augustan age, and of Petronius, Juvenal, Martial and Pliny for the early Empire; in addition Plutarch's *Lives* give us pictures of Roman life at all ages up to his own. The archaeological evidence, on the other hand, comes mainly from Pompeii; the City was destroyed in A.D. 79, but the houses had been built at different times over a period of nearly three centuries so that they can be used in conjunction with the literary evidence to cover most of that period.

Even with this evidence available, however, little work was done on the subject until this century, and as late as 1908 W. Warde Fowler, in the preface to his book on *Social Life at Rome in the age of Cicero*, could write: "At our schools and universities we read the great writers of the last age of the Republic, and learn something of its political and constitutional history; but there is no book in our language that supplies a picture of life and manners, of education, morals and religion, in that intensely interesting period." He himself drew much of his material from the letters of

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Cicero; and he acknowledges a great debt to Boissier's *Cicero and his Friends*, which, he says, "made me first feel the reality of life and character in an age of which I then knew scarcely anything but the perplexing political history."

These two books, then, form an excellent introduction to Roman life in the age of Cicero; their counterpart for the period of the Empire are the great works of Sir S. Dill: *Roman Society from Nero to Marcus Aurelius* and *Roman Society in the last Century of the Western Empire*, together with T. G. Tucker's *Life in the Roman World of Nero and St. Paul*. For an easier and briefer approach there is a simple account of life in Rome in the time of Caesar and Cicero (with frequent references to the Empire) in *Everyday Life in Rome*, by H. A. Treble and K. M. King, which, being designed as a school book for those beginning the study of Latin, is copiously illustrated and has useful chapters on social life, education, public amusements, festivals, religion, slavery and law. As the authors point out, this is, of course, based mainly on the much more detailed works of Warde Fowler, and on H. Stuart Jones' *Companion to Roman History*, and for the illustrations from Latin literature, on *The Life of Rome*, by Rogers and Harley. Another work, similar to H. S. Jones' *Companion*, and designed rather for reference than continuous reading, is the *Companion to Latin Studies*, edited by Sir John Sandys, which includes chapters on birth, marriage and death, the position of women, dress, daily life in town and country, agriculture, homes and furniture, education, slaves and freedmen, industry and commerce, roads and travel, and the games and theatre. Perhaps with these may be included W. A. Becker's *Gallus, or Roman Scenes of the Time of Augustus*, which is in the form of a short novel but gives in excursuses or appendices a vast amount of information about the conditions of life at that time.

Two of the best modern writers on ancient history show much more interest in the economic and social life of the ancient world than in its politics and wars, and their books can be especially recommended. M. Rostovtzeff has written a *History of the Ancient World* of which Volume II is on Rome, and also a *Social and Economic History of the Roman Empire*, both very well illustrated; while Tenney Frank followed up *An Economic History of Rome* by *Life and Literature in the Roman Republic* and *Aspects of Social Behaviour in Ancient Rome*.

From the writings of Cicero and Pliny and others of their class we can get a good idea of the life of well-to-do Romans of the governing classes in their respective ages; but about the mob of poorer citizens, the industrial population, there is nothing in the ancient writers; it is here that archaeology has been of great assistance, and works on Pompeii are invaluable; one of the latest and best is R. C. Carrington's *Pompeii*, which, besides describing the houses, industries and inhabitants of Pompeii, bases on these a vivid picture of the daily life of the City. From the archaeological point of view another useful work is the *British Museum Guide to the Exhibition illustrating Greek and Roman Life*, useful in itself but obviously most useful in conjunction with a study of the actual objects. And for the specialist there is G. M. A. Richter's *Greek and Roman Furniture*, with a great number of illustrations. Other works, which give the results of research about conditions in Rome, are M. E. Park's *The Plebs in Cicero's Day*, a study of the components of the City mob and their various employments; and two books by F. F. Abbott: *The Common People of Ancient Rome* and *Society and Politics in Ancient Rome*. From the point of view of employment there are also E. H. Brewster's *Roman Craftsmen and Tradesmen of the Early Roman Empire*, V. Chapot's *The Roman World*, which compares and contrasts local life and economic conditions in the provinces with those in Rome, and W. E. Heitland's *Agricola; a Study of Agriculture and Rustic Life in the Graeco-Roman World from the point of view of labour*.

How much of the work at Rome was done by free labour and how much by slaves, is a question that is still much debated. For our purposes it is sufficient that from the second century B.C. there was at Rome an ever increasing number of slaves and freedmen who, besides doing the menial tasks of the household, also performed most of the professional services; similarly in the countryside large areas which had originally been cultivated by the manual labour of free citizens were by the time of the Gracchi large estates, latifundia, worked by gangs of slaves. On the whole subject of slavery the best works are R. H. Barrow's *Slavery in the Roman Empire* and A. M. Duff's *Freedmen in the Early Roman Empire*.

One of the professions largely filled by slaves or freedmen was that of the schoolmaster. In early days the education of the children would be almost entirely in the hands of the parents, the mother especially for the early years, the father later; but from the time when Greek culture became the main subject of education, inevitably both the teacher and the "paedagogus" would be Greeks. The standard works on this subject are A. S. Wilkins' *Roman Education*, A. Gwynn's *Roman Education from Cicero to Quintilian* and J. F. Dobson's *Ancient Education and its Meaning to Us*. For the mother's part there is Donaldson's *Woman, Her Position and Influence in Ancient Greece and Rome and among the Early Christians*. As a side-line may be mentioned *Sport in Classic Times*, by A. J. Butler.

Roman religion, originally animistic and involving the necessity of propitiating the local spirits with suitable offerings, early came under the influence of Etruria and became ritualistic. This, the State religion, often used for political ends, failed to satisfy the emotional cravings of the uneducated, and they turned first to the gods of Greece and then to the more orgiastic religions of the East; similarly, it could not satisfy the intellectual needs of the educated, and they turned to Greek philosophy. On Roman religion perhaps the best works are those of W. Warde Fowler and C. Bailey; the former has written *The Roman Festivals of the period of the Republic*, *The Religious Experiences of the Roman People* and *Roman Ideas of Deity*; and the latter, *The Religion of Ancient Rome* and *Phases in the Religion of Ancient Rome*.

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With these may be included J. B. Carter's *The Religious Life of Ancient Rome* and W. R. Halliday's *History of Roman Religion*. On Greek philosophy the last generation of scholars has had little to add to the work of its predecessors, though C. Bailey's *The Greek Atomists and Epicurus* may be mentioned. For the rest the old standard works are still the best: *The Stoics, Epicureans and Sceptics*, by E. Zeller, *Roman Stoicism*, by E. V. Arnold, *Stoic and Epicurean*, by R. D. Hicks, *Stoics and Sceptics*, by E. Bevan, and *Epicureanism*, by W. Wallace. Paganism, however, and Early Christianity have recently attracted considerable attention; and now besides the works of F. Cumont on *The Mysteries of Mithra, Astrology and Religion among the Greeks and Romans* and *After-Life in Roman Paganism* there are W. R. Halliday's *The Pagan Background of Early Christianity* and T. R. Glover's *The Conflict of Religions in the Early Roman Empire*.

Finally, to return from specialized works on particular aspects of ancient life to books of more general interest and appeal, there are the historical novels. The ideas of Roman life to be obtained from these obviously depend on the author's knowledge of ancient times and his (or her) skill in representing that life; and while some, particularly of modern novelists, merely use ancient times in the hope that the appeal of a great name (*e.g.* Cleopatra) may arouse interest, or that ancient times may provide an excuse for greater frankness or indecency in sex themes, many have by careful research been able to paint an accurate background and have produced books of real historical value. Among the best of these may be counted W. Pater's *Marius the Epicurean*, though actually the novel is really merely the framework for a study of Roman religion and philosophy. Showing a scholarship, or at least an amount of research equal to Pater's, are R. Graves' *I, Claudius* and *Claudius the God*. These, like so many modern novels on historical themes, do not simply invent fictitious characters and fit them into a period of history that will provide the environment to shape and mould their characters, but take historical figures in situations well known to most readers and try to maintain the interest either by the psychological study or by the kind of tragic irony so common in Greek tragedy. A good modern novel on Roman themes is Naomi Mitchison's *The Conquered*, a picture of Gaul at the time of Caesar's conquest, written with historical accuracy and at the same time with a fine sympathy for, and understanding of, the conquered. Unfortunately, her later novels on Roman subjects are both shorter and slighter, and like those of J. Lindsay, are more concerned with sexual life, ancient or modern, than with the everyday life of ordinary persons. In fact, there are very few modern novels, apart from those mentioned above and L. Feuchtwanger's *Jew of Rome*, to compare with the "classics" of this kind which, though well known, do merit mention: Flaubert's *Salammbo*, H. Sienkiewicz's *Quo Vadis*, Bulwer Lytton's *Last Days of Pompeii*, Whyte Melville's *The Gladiators* and L. Wallace's *Ben Hur*.

GOOD KING WENCESLAS

By CHARLES RACE, M.A., Classical Master, Wolverhampton Grammar School

(Turned back into Latin, and designed to be sung to the same tune as the English version. The scansion is purely accentual, but "domine" and "mea" must be sung as a dissyllable and a monosyllable respectively.)

Festo die Stephani
rex prospiciebat;
alta densa candida
humi nix iacebat;
per acuta frigora
luna scintillabat—
pauper ligna colligens
en! appropinquabat.

"Puer ueni huc ad me,
et si potes, fare:
Quis est ille? Quem locum
solet habitare?"—
—"Domine procul habitat
prope imum montem,
prope siluae terminum,
uirginis ad fontem."—

—"Ligna fer, fer uina huc,
huc fer multum cibi;
pauperem uidebimus
mox cenantem ibi."

—Rex et puer exeunt,
exeunt parati
per procellam stridulam
uento uerberati.

—"Domine nox fit nigrior,
saeuior tempestas!
Progredi non ualeo,
quin in uia restas?"—
—"Serua mea uestigia;
fortiter insiste:
uerberabit asperi
minus uenti uis te."

Regis in uestigia
puer iter fecit,
sanctus enim pedibus
semitam calfecit.
Christiani igitur
bona possidentes
miseris succurrite:
eritis florentes!

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FURTHER LETTERS TO A YOUNG HEAD MASTER

XVI.—LEARNING BY HEART: PRESENT-DAY EXAMINATIONS: SIR FRANK FLETCHER'S REMINISCENCES

By W. JENKYN THOMAS, M.A., ex-Head Master of Hackney Downs School, formerly Grocers' Company's School

MY dear W.,

In my last letter I thanked you for telling me frankly what you thought of the pronouncements on religious teaching in schools, which I had quoted. There was one question which I meant to ask you, but forgot. Do you make your boys learn off by heart the noble—from the literary point of view—passages in the Bible? I have an idea that you told me some time ago that you do. I know that you believe in making boys learn off things by heart. They will thank you later on for doing so. I am grateful that I was made to learn much by heart in my old school. I hated it, of course, at the time. I rejoice that you like myself still believe in things which many teachers who consider themselves up to date regard as old-fashioned and useless. For example, you believe in teaching English grammar and punctuation. The other day I heard examiners of School Certificate and Higher Certificate papers bemoaning the fantastic punctuation of the candidates from many schools.

They bemoaned also the ugly Americanisms which so many boys and girls use in their examination answers. Not that they were against Americanisms as such. Many of them they regarded as enriching the English language. But the examinees used the worst—the influence, I suppose, of the cinema. By the way, I was grieved to find that the Prime Minister at the Lord Mayor's banquet used the Americanism "go-getter"—a perfectly hideous one, in my opinion.

And talking of examinations, I think it is a great pity that publicity is not given to the earnest and strenuous endeavours which are now made to make examinations taken in schools as perfect as possible. All examining bodies are doing their utmost. The London Matriculation and School Examinations Council is the one I know best—I have been a member of it for some years. First of all, the utmost care is taken in framing the syllabuses. Then, every endeavour is made to secure good examiners, among them being a good proportion of examiners who have, or have had recently, experience of teaching in schools. These devote time and trouble to consider their schemes of marking, and the chief examiner exercises full control over the work of his assistants.

After the summer examinations, a Joint Committee of head masters, head mistresses, assistant masters and assistant mistresses, invites criticisms of the syllabuses and the papers set on them from all the schools which take the examinations. These are carefully sifted by the Joint Committee and those which are considered substantial are sent on to the Council, which examines them carefully. Then there are conferences between the representatives of the Joint Committee and the examiners of each subject, presided over by the moderators. If the examiners are convinced that they have been at fault, they do not hesitate to admit it, and the representatives of the teachers sometimes have to admit that their criticisms have not been justified. This sort of thing sometimes happens. The representatives of the teachers allege that a question is above School Certificate standard and the examiners report that it has been remarkably well answered by the great majority of the candidates.

To illustrate further the care which is taken, should the candidates from a particular school acquit themselves noticeably worse than they did the year before in any subject, the chief examiner goes carefully into the matter.

For myself, and I have been, as I said, a member of the Council for some years, I cannot think that it can possibly do more than it now does to make its examinations perfect. And I am sure that the same can be said of all the other bodies which conduct School Certificate and Higher-School examinations. And yet, many who ought to know better write to the newspapers that these examinations are just lotteries, and I am afraid the general public believes them.

Have you read Sir Frank Fletcher's *After Many Days*? I do not know when I enjoyed a volume of reminiscences so much. It has been out some time, but it was only recently that I read it. It contains a most interesting account of the three great public schools of which he was head master, and it is full of ripe educational wisdom. Let me make some quotations.

"Boys' memories are very short: what is a daring innovation one year will, five years later, have become a cherished institution, a law of the Medes and Persians that may not be changed."

"No one can understand or estimate English school life who does not recognize the importance of the customs which govern the details of a boy's everyday life. If wisely controlled and guided, they may do much to inculcate a sense of membership and to turn the self-centred young barbarian of the nursery into a loyal citizen, not thinking of himself more highly than he ought to think. But if not watched from above by the 'large other eye' of house master or head master the healthy training may become unwholesome interference with reasonable freedom. The discipline of school rules enforced by masters is a necessary protection against the tyranny of unintelligent custom."

"School life is normally uneventful. Writers of school stories are well aware of this, and they are careful not to spoil them for want of a little inaccuracy."

"Severity they (boys) will accept and even—afterwards—appreciate. Injustice they will long remember and resent. It is the little injustices that rankle most."

"In spite of some modern theories, I have no doubt that the fear of the head master has a salutary effect in

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a big school. It may coincide with great personal respect and even affection: but it is good for boys to feel that if necessary strong measures will unhesitatingly be taken."

"Whatever other functions a head master may perform or delegate, he ought, I am sure, to be a 'head teacher.'"

Let me close with an irrelevant anecdote from *The Gentle Art of Making Enemies*. A witness in a lawsuit, asked how far he stood from the spot where the deed was done, answered unhesitatingly, "Sixty-three feet, seven inches." "How, sir," said the prosecuting lawyer, "can you possibly pretend to such accuracy?" "Well," said the man in the box, "you see, I thought some damned fool would be sure to ask me, and so I measured."

Yours ever,

W. J. T.

PERSONAL PARAGRAPHS

MR G. G. HARRAP, founder and managing director of George G. Harrap & Co., Limited, publishers, died in a London nursing home at the age of 71. Born on January 18, 1867, he always worked within the sound of Bow Bells. He was educated at West Ham Model School, which he left at the age of 14 with a love of reading. Obtaining a minor post in the publishing house of Isbister & Co., Limited, he neglected no opportunity for improving his knowledge, and it was not long before he obtained advancement into a sphere of work which provided him with opportunities. He eventually became interested in the educational publications of D. C. Heath & Co., of Boston, United States. Harrap was instrumental in making known to English teachers the American firm's publications, and later he became, in addition, the London representative of the Thomas Y. Crowell Company, of New York. In 1901 he decided to launch out as a publisher himself, concentrating at first upon the production of modern language and other text-books. The Firm was founded originally to deal with the English business of two American firms, and for that reason some persons gained the erroneous impression that Harraps was an American firm. Much of the Firm's work has been in the province of reprints, and it never departed from the standard implied in the title of their series "Books Beautiful." Harrap published Heath's *Practical French Grammar* which gave a new direction to the teaching of French in this country. So successful was his venture that he decided to produce Harrap's *Standard French Dictionary*, the first volume of which appeared in 1934, fifteen years after its inception. Mr. Harrap has watched the firm grow from one small room to its present commodious premises in Holborn and a very large staff. Of his three sons, two are directors of the firm.

* * *

THE Incorporated Association of Assistant Masters has suffered a very severe loss in the death of Mr. W. H. Jenkinson, a former Chairman of the Association who did work of outstanding importance in helping to shape its educational policy. Born in Sheffield sixty-three years ago, he attended the Training College in that City and after some elementary school experience he joined the staff of the Central Secondary School in 1904. He was some years ago a very active member of the National Union of Teachers, and devoted much energy to working for the unity of the profession. Over twenty years ago he joined the Sheffield branch of the I.A.A.M., and soon gave proof of his quality. When the Branch secured representation on the Sheffield Education Committee he was chosen to serve, and did excellent work in this capacity. His activities soon became national in character, and for four years he was Hon. Secretary of the Education Sub-Committee of the I.A.A.M., later becoming its Chairman. He was Chairman of the Northern Provincial Education Committee from its inception in 1925 until the present time, and I.A.A.M. representative on the Northern Joint Matriculation Board from 1929 to 1933. He also represented the Association on the Secondary Schools Examinations Council of the Board of Education. With all this he found time to take a very active part in church work in Sheffield. He was connected with the Cathedral for over thirty years, and acted as Churchwarden. He leaves a widow, one son and one daughter.

* * *

AFTER a very short tenure of office as President of the Board of Education, Earl Stanhope has gone to the Admiralty and is succeeded by Earl de la Warr. Earl Stanhope, in spite of his inexperience in educational matters, proved himself acceptable to both teachers and local authorities, and our good wishes go with him as he enters his new post. We also welcome the new President, who has already seen service as Parliamentary Secretary to the Board and in other offices. He is thus well known to possess a very real interest in education, and will be confidently expected to use his influence to prevent harmful "economies." Earl de la Warr has appointed Mr. E. D. Marris to be his principal private secretary and Mr. J. Reade to be his assistant private secretary.

* * *

MR. J. WICKHAM MURRAY, General Secretary of the Association of Teachers in Technical Institutions, has been appointed Higher Education Officer to the National Union of Teachers. Mr. Murray's experience includes a French mastership at the Junior Technical School, Bootle, a lectureship in French at the Municipal Technical School in the same town and a similar post at the Regent Street Polytechnic, London. His successful services to the A.T.T.I., which he is now leaving to organize the Higher Education activities of the N.U.T., extend over many years.

* * *

MR. D. MCGREGOR has been appointed Assistant to the Secretary for Education for East Suffolk. Mr. McGregor, who holds the degree of M.A. (Oxford), taught at Felstead and Charterhouse before taking up work in the Education Department of the West Sussex County Council.

ONLOOKER.

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CHRISTMAS BOOKS, 1938

A YEAR of anxiety is drawing to its close, and the grown-ups are necessarily much concerned with thoughts of the future. But the children, most of them at any rate, have already forgotten those fateful days at the end of September, and are looking forward to Christmas as usual with the old zest. Books that will hold them from play are again available in generous measure, and the wise parent and the kindly uncle will find plenty to choose from in the volumes before us.

Nowadays many boys and girls want something to bite at; in other words, they are keen on books that combine instruction with entertainment. *Railways To-Day*, by J. W. Williamson (Oxford University Press), is one of these. It gives reliable information about building locomotives and rolling-stock, the making of tunnels, bridges and viaducts, signalling, operating passenger traffic and, indeed, all the various activities involved in running a railway. There are some good photographic illustrations. *The Modern Book of Ships*, by W. H. McCormick (Black), will also make a fine present. We are told about famous Atlantic and other liners, cross-channel steamers, train ferries, tugs and ice-breakers, as well as about different kinds of warships and their weapons, and there is a chapter on navigation. *Treasure Trails in Art*, by Anna Curtis Chandler (Cassell), forms an excellent introduction to a knowledge of famous artists and their pictures. Botticelli, Hobbema, Millet, Michelangelo, Murillo, Velazquez and many others are all here, with well-produced coloured examples of some of their most famous works. And the text is not only informative but interspersed with interesting stories which, though they are not intended to be strictly historical, bear the stamp of verisimilitude. *Stories of the Youth of Artists*, by Mary Newlin Roberts (Harrap), is attractively produced, and contains twenty stories embodying some well-known incident in the childhood of famous artists—a most acceptable volume.

The practical boy will welcome *Let's Make Something*, by Stanley Rogers (Oxford University Press). Written by a handyman without special knowledge, it tells how to make a model log cabin, a model racing yacht, bookcases, music-stools, and lamps, etc. *The Wonder Book of Would You Believe It?*, edited by Harry Golding (Ward, Lock), adds lustre to a well-known series. "Strange but true" is a mild but accurate description of it. And *Every Boy's Book*, by H. L. Gee (University of London Press), with its 20,000 facts and figures, is an epitome of information covering all the interests of the modern boy. Here, too, we may mention *He went with Vasco da Gama*, by Louise Andrews Kent (Harrap), in which two boys who are said to have sailed with the great explorer find adventures in plenty. The book is full of meat. *Map-Makers*, by Joseph Cottler and H. Jaffe (Harrap), which will appeal to a slightly older audience than the last-mentioned volume, tells of eighteen explorers who filled in blank spaces on the map, and shows that true stories can be just as exciting as others.

A lively and interesting tale, giving an insight into Roman laws, customs and military service, is *To Arms!* by Jack Lindsay (Oxford University Press), a story of Ancient Gaul which leads up to the revolt under Vercingetorix. *Swords in the Dawn*, by John Beaty (Harrap), deals with the days of Hengist and Horsa, the main incidents being historical. *Wings over Asia*, by L. Thomas and R. W. Barton (Harrap), tells of a geographic journey by airplane. There is much of human interest in this informative and well-illustrated book. And *The Great Bluff*, by Vice-Admiral Gordon Campbell (Warne) is an admirable account of the work of the Mystery Ship in the Great War, full of authentic thrills woven into a good story.

The adventure stories for boys are fully up to standard. P. F. Westerman presents us with *Midshipman Webb's Treasure* (Blackie), in which Reggie Ross starts off in the *Pathfinder*, a twenty-tonner carrying a crew of four, to take up work on a farm he has inherited in New Zealand. The voyage is adventurous, especially when they come to an island in the Java Sea where a certain Midshipman Webb had buried the treasure of a wrecked Indiaman years before. *Standish Gets His Man*, by the same author (Blackie) is another good yarn in which American gangsters, who have a plane of their own, are foiled by the coolness and resource of the hero. Most boys like the Biggles Stories, and *Biggles Flies East*, *Biggles Hits the Trail* and *Biggles & Co.*, three stories which make up *The Biggles Omnibus* (Oxford University Press), will be well received. *Biggles Goes to War*, another of the series by Captain W. E. Johns (Oxford University Press), serves up the expected hairbreadth escapes and last minute rescues. *Mixed Cargoes*, by Lawrence R. Bourne (Oxford University Press), contains a number of short sea stories, well told and full of incident. This makes very pleasant reading, with plenty of excitement for those who require it.

We can recommend *Smugglers of the Rome Express*, by Frank Elias (The Boy's Own Paper Office), in which a boy of 18, looking forward pleasurably to a journey to Rome, becomes involved with a desperate gang of currency smugglers and nearly loses his life. *Harding of the Palestine Police* and *Harding's Mountain Treasure*, both by Douglas V. Duff (Blackie), are by an author who has himself served in the Palestine Police. The first is concerned with the turmoil in that unhappy country, and in the second Spanish adventures are also a feature. *Cornet O'Dare*, by Major Charles Gilson (The Boy's Own Paper Office), gives a sufficiently thrilling account of an Irish officer's exploits in the days of the Peninsular War. *The Last of the Gauchos*, by Thames Williamson (Harrap), is a good story of Argentine adventure, light and interesting. It is more realistic than some books of this kind, because the hero does not have invariable success—a refreshing change. *Jaggers at Bay*, by John Templer (Oxford University Press), is a secret service tale for young bloods, introducing the double-wave beam stolen by the bad Baron.

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Less lurid, but a well-written story by a man who knows what he is talking about, is *Buffalo Jim*, by W. Hatfield (Oxford University Press). Jim Westcott is a fine character who comes well out of his Australian adventures. *The Bronze Casket*, by Major Charles Gilson (Warne), introduces in the first chapter a human monstrosity who commits a daylight robbery. The chase for the bronze casket leads Ronald and Old Tom through many adventures, including an eagle's attack on their aeroplane. *Blue Wings*, by Jack Heming (Warne), is a thrilling enough story of young airmen who fight for Franco in Spain. We close this section with *Gateway to Adventure*, edited by Herbert Strang (Oxford University Press), a particularly good collection of fifteen stories by favourite authors.

For a good school story try *Major and Minor*, by Gunby Hadath (Oxford University Press). Franklin Minor goes to Polehampton with high hopes of being worthy of his brother, only to find that the said Franklin Major is a weak person who can be baited by juniors. Various school incidents are well told, and different types like Jope the rotter, Lawrie the captain and Shiner Bunn the queer fish are well drawn. *King Willow*, by George Mills (Harrap), is a capital tale of a preparatory school. Attention is well held throughout a skilfully-written story. And this seems to be the place to mention *The Missing Bank Manager*, a good detective story by Michael Poole (Oxford University Press). This is well worked out and maintains interest to the end. *The Mystery Man in the Tower*, by Hugh Chichester (Burns, Oates & Washbourne), will be thoroughly enjoyed by younger boys who fancy themselves as sleuth hounds.

Let us now have a look at the stories for girls. *Nancy Returns to St. Bride's*, by Dorita Fairlie Bruce (Oxford University Press), will interest those who have met this young lady before. Nancy had been sent away for a time at the suggestion of the head mistress until she should become a little more civilized. She wins an organ scholarship, and goes back to St. Bride's for a year before taking it up, in order to make good if she can, and she contrives that her friend Desda shall go too. Of course, Nancy gets into trouble, but finally emerges with honour. *Sally's Sporting Chance*, by E. M. de Foubert (Oxford University Press), is another very readable story. Sally has been warned by her guardian to reform when she goes to a new school, on pain of being sent to distant cousins in the Antipodes. She starts by climbing up some scaffolding to rescue a girl who has been dared to go up. Later on, she saves the same girl from a startled pony, and after various other adventures she turns out well in the end.

Three favourite stories, *The School on the Cliff*, *The Lower Fourth and Joan* and *The Upper Fifth in Command*, are collected in *The New Winifred Darch Omnibus* (Oxford University Press). Good value, too, is provided in *Gateway to Romance*, sixteen stories for girls edited by Herbert Strang (Oxford University Press). Of a different kind is *She Shall Have Music*, by Kitty Barne (Dent). Well-written and humorous, it tells how the youngest of a very pleasant family living at Bristol feels that she must take up music. Her struggles are sympathetically described, and she wins a scholarship. The characters, including the Irish cook, are well drawn. A book by Elinor M. Brent-Dyer, *They Both Liked Dogs* (The Girls' Own Paper Office) gives a change from the ordinary school tale. Two cousins, one badly brought up and the other of pioneer breed, arrive in England to stay with their aunt. As they both liked dogs, which fill up a good deal of the book, they became friends. Differences between them come out more strongly when they go to school, but a dog is the means of settling their quarrels.

Bessie Marchant scores a bull's-eye with *Miss Wilmer's Gang* (Blackie), the story of a company of and their leader who set out for exciting times in girls Patagonia. Courage and good temper help to overcome danger and lead to a happy ending. In *Wings to the Rescue*, by Elizabeth Rogers (Warne), Heather Marston, a plucky girl who thinks nothing of killing a shark, and flies an aeroplane through many adventures connected with pearl-fishing. This is a good story. *The New Broom at Priors Rigg*, by Heather White (Warne), is about a young school mistress who determines to improve conditions in a slack house. The lower fourth will like this.

Now for the animal stories. First class of its kind is *Fortune's Foal*, by Garland Bullivant (Country Life). It is the story of the training of Gypsy the pony, by a girl who knows about horses and who knows how to write. The setting is in Dorset. Excellent illustrations add to the attractiveness of the volume. *Furlong Farm*, by Eleanor Helme (Country Life), is a pleasant story of farm life in Sussex, and of boys and girls who are quietly happy in their surroundings. It forms good propaganda for the National Federation of Young Farmers' Clubs. *On Jungle Trails*, by Frank Buck (Harrap), embodies the exciting experiences of a man who is famous for catching animals alive. He is proud to say that he has never willingly or unnecessarily harmed a single one. This book should certainly be inspected. *Animal Heroes*, by Harper Cory (Duckworth), is by a well-known expert on Canadian wild life. The stories of Silvertip, the Grizzly Bear ; Loppity, the Snowshoe Rabbit ; and Flagtail, the Deer, show that animals sometimes come off best in their encounters with man.

Out with Romany Again, by G. Bramwell Evens, the popular naturalist of the B.B.C. (University of London Press), relates incidents from the lives of the otter, the squirrel, the weasel, the rabbit and the mole. *Down Nature's Byways*, by Norman F. Ellison (University of London Press), introduces Nomad the Naturalist, a kindly uncle who takes his nephew on a number of rural expeditions, and explains in interesting fashion the habits of birds and beasts. And two books from the Library of Animal Friends, *My Monkey Friends*, by Mrs. Charles Russell, and *My Mare Kitty*, by Ralph Greaves (Arrowsmith), will be well liked by somewhat younger children. So will *Dog Nelson, A.B.*, by Vice-Admiral Gordon Campbell (Warne), which relates the naval adventures of the author's own dog. These are all true, and are lively and amusing.

Some books for what may be called the scout and

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guide stage remain to be noted. *The Twins Set Out*, by K. F. Brodrick (Black), tells how Betty and Tony, in the course of a cycling tour in the south of England, meet with adventures and visit many places of interest. *Bringing up Nancy Nasturtium*, by Catherine Christian (The Girls' Own Paper Office), is recommended as a jolly book about Rangers. Hazel is the leader, but perhaps Miss Briggs the sensible governess stands out as clearly as anybody in this natural and healthy story. *Shipwreck Bay*, by Elspeth Proctor (Black), is the tale of how Jerry and his sisters hunted for treasure in Devon, with the help of the good ship *Discovery*. *Kay of the Pimpernels*, by Ivy F. E. Middleton (The Girls' Own Paper Office), brings in again the leader of the Scarlet Pimpernel Patrol, a body we have met before. *The Wrights are Left*, by Joan Herbert (Black), records the experiences of two girls who, after being accustomed to luxurious hotels, go to spend a holiday in the country and learn to live the simple life. This is amusing and very readable. *Adventurers Ltd.*, by Arthur Catherall, consisting of twelve scout stories, is one of the best of its kind. And only in a long notice could we do justice to *The Circus is Coming*, an absolutely delightful story by Noel Streatfeild (Dent). If you examine this you will put it at the top of your list.

We must not forget to say a word about the Annuals. *The Boy's Own Annual*, edited by Robert Harding (The Boy's Own Paper Office), fully maintains its proud record of sixty years. There seems to be no boyish activity or interest that is not catered for, and school stories and yarns of adventure rub shoulders with articles on hobbies, matters of scientific interest and games. *The Girl's Own Annual*, edited by Gladys M. Spratt (The Girl's Own Paper Office) is equally attractive, retaining all its excellent features while giving due prominence to modern interests. *Blackie's Boys' Annual* (Blackie) contains articles by favourite authors such as P. F. Westerman, Major J. T. Gorman, Jeffrey Havillon and others too numerous to mention. *The Schoolboy's Annual* and *The Schoolgirl's Annual*, which may be described as younger relations of *The Boy's Own* and *The Girl's Own*, offer plenty of variety in the way of tales of adventure and school life and articles on sport and travel. Of much the same character is *The Oxford Annual for Boys*, edited by Herbert Strang (Oxford University Press), with detective stories and other delights. *The Oxford Annual for Girls* (Oxford University Press) caters successfully for girls of 12 to 14 or so, and *The Oxford Annual for Tiny Folks*, edited by Mrs. Herbert Strang (Oxford University Press), is again bright and interesting.

The younger children are well served. *Mumfie's Magic Box*, by Katharine Tozer (Murray), tells of the further adventures of a well-known character and his friend Scarecrow. They discover a pig with blue wings, whose island home, to which a whale takes them, is inhabited by people who have been turned into dreams and have to wander through the night. There is trouble with the goblins, but the magic box is found at last. A very good book with delightful illustrations. *Gay Company*, by Catherine Scales (Witherby), already recommended by the Junior Book Club, is another winner. The stories about George the Cat, Mr. Nugger the Dachshund, Arabella and other lovable characters are original, humorous and delicate, and the illustrations are splendid. *On'y Tony and the Dragon*, by Brenda Elizabeth Spender (Country Life), will be seized upon by those who have met Tony before. He is now 7, and full of delight in his new pony. The Dragon was Bel's brother, who has run away from school to go back to the circus we heard about in another story. *Stories of the Saddle*, by C. R. Acton (Country Life), gives interesting details, in simple language, about a child's pony, a polo pony, a hunter, a race-horse and a charger. Here again the drawings are a great help.

For children of say 4 to 7 *Tim and Lucy go to Sea*, by Edward Ardizzone (Oxford University Press), should be inspected, especially by those who liked *Lucy Brown and Mr. Grimes*, one of last year's successes. This time Mr. Grimes buys a yacht, and off they all go, together with Mrs. Smawley the housekeeper. Children will love the story and the brightly coloured pictures. *Orlando the Marmalade Cat*, by Kathleen Hale (Country Life), will also be welcomed in all the best nurseries. Orlando is a really beautiful creature who takes his wife and three kittens for a camping holiday, but words can scarcely do justice to the humour and gaiety of the pictures, and the story will certainly have to be read over and over again. *The Great Mr. Toad*, by Marjorie Beevers (Murray), shows how Mr. Toad, the great detective, searched for Freddy Nightingale. This is a certain favourite and should not be missed. Smaller books like *Mischief the Squirrel* and *Quipic the Hedgehog*, Père Castor's Wild Animal Books which have been translated by Rose Fyleman (Allen & Unwin), will give great pleasure. Another nice little book is *The Story of a Toy Car*, written and illustrated by Molly Brett (Warne), recording the doings of Plain Jane, Jet the Cat and the Garage man. Something more serious is provided in *Animals of the Bible*, by Dorothy P. Lathrop (Oxford University Press), which won the Caldecott Medal awarded to the most distinguished picture book for children published in the United States last year. Stories from the Old and New Testaments, with coloured plates, make up *There's a Story to Tell*, by Blanche Winder (Ward, Lock).

Our notice must close with a recommendation of *More about Worzel Gummidge*, by Barbara Euphan Todd (Burns, Oates & Washbourne), an entertaining continuation of the two other books about this extraordinary scarecrow; *The Dragon and the Mosquito*, by R. J. McGregor (Burns, Oates & Washbourne), a choice little collection of nonsense stories; *Tell Me a Tale*, by Elizabeth Clark (University of London Press), ten good tales for children of 8 to 10, and one of the most attractive in the whole list, *High St.*, by J. M. Richards (Country Life), with very decorative and vivid pictures of shop windows.

The Fourteenth Annual Norman Lockyer Lecture will be given by Dr. H. Spencer Jones, F.R.S. (Astronomer Royal), on "The Atmospheres of the Planets," in Goldsmiths' Hall, Cheapside, London, E.C. 2, on December 6, at 4 p.m.

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SOME THOUGHTS CONCERNING EDUCATION

By T. RAYMONT, M.A., Formerly Warden of Goldsmiths' College, London

EDUCATION has been called the dullest of subjects to write about, and the statement may be true in the sense that only a person to the manner born can make education, or at any rate pedagogy, interesting to the general reader. Such a person is the Dean of Durham, whose new book[1] relieves the tedium of its subject by good humour, good stories, and amusing verses. He is perfectly candid about his limitations. He does not write for experts, and he shudders at the thought of being taken for an expert. As for the education of the masses in their elementary schools, we are bound to take him literally when he says that he knows very little about it. He writes from the standpoint of the public schools, or more strictly the greater public schools, with a shy reference to the preparatory schools which feed them, and a still shyer reference to girls' schools of all kinds. The plan for which Dr. Alington pleads is based on his conviction that boys on entering a public school, or soon after, can be divided, for educational purposes, into two main classes—those whose interests are primarily literary, and those whose tastes may be described as scientifico-mathematical. The literary boy would not neglect science, but he would not be compelled to take an expensive and (for him) a useless laboratory course. And the scientific boy would not ignore literature—not even the classics, for it is " absurd to say that those who know very little Latin or Greek are fundamentally and finally incapable of appreciating Homer or Tacitus."

Enough has perhaps been said to send many of our readers to the book itself, in order to see the bearing of Dr. Alington's plan upon the organization of a public school, and upon the changes in the School Certificate Examination foreshadowed in the Board of Education's Circular 1463. And the reader who goes to the book itself will find other food for thought. For example, the author quotes Bishop Creighton's wise saying that the real test of any system of education is whether it leaves the pupil alert and curious and eager to ask questions ; and he is afraid of Mr. H. G. Wells's " picture of the world " lest it lead to concentrating too much on the amount of knowledge which a teacher is to impart.

Dr. Alington's view that the literary boy may be led to take an intelligent—maybe a highly intelligent—interest in the achievements of science, reminds one of the numerous popular, though not always easy, scientific books written for the general reader. The most recent, and an exceedingly good, example is by an American writer, Mr. E. R. Trattner, who in his *Architects of Ideas*,[2] relates the story of great theories, beginning with Copernicus' theory of the solar system, and ending with Einstein's theory of relativity. The names of Hutton, Dalton, Lavoisier, Huygens, Malthus, Darwin, Marx, Pasteur, and incidentally many others, occur among these great architects of ideas. The chapter on Franz Boas and his theory of man makes excellent reading in view of the current rubbish that is talked concerning racial superiority, there being " no field of knowledge where ignorance is more complacent, cruelty more rampant, and dogmatism more arrogant."

The faithful study of history is indeed a powerful antidote to ignorance and dogmatism, and the present generation is fortunate in having seen remarkable advances in the teaching of history, first in our universities, and consequently in our schools. Among those who are best qualified to speak of this movement, especially from the standpoint of the public schools, is Mr. Marten, Vice-Provost of Eton, past president of the Historical Association, and member of the editorial

(*Continued on page 754*)

[1] **A Plea for a Plan : the Two Types of Education.** By the Very Rev. Dr. C. ALINGTON. (5s. net. Longmans.)

[2] **Architects of Ideas : the Story of the Great Theories of Mankind.** By E. R. TRATTNER. (10s. 6d. net. Harrap.)

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board of *History*—a journal which takes as its province not only history, but also the teaching of history. Moreover, no one but a history teacher of long experience could have written his latest publication,[3] in which he brings together and recasts addresses given by him from time to time at the invitation of various educational bodies. He begins with an outline of "the history of history teaching in England." Here it is manifest that, notwithstanding the flouts and gibes to which eminent Victorians have been treated in these times, Mr. Marten retains his hero-worship of Thomas Arnold, whose succession to the head mastership of Rugby he regards as a turning point in the history of history teaching. So he remarks first on the teaching of history down to 1828, the date of Arnold's appointment, then from 1828 to the School Commissions of the sixties, and then from the School Commission reports of 1864 and 1868 to the present time. In further addresses he deals with the qualifications of the teacher of history, the question of fairness in text-books, especially fairness to foreign countries, the content of the school course in history, including the vexed question of outlines and special periods, and the advantages which a boy may gain from the study of history. The hand of the experienced teacher is plainly visible in his further hints on note-taking, reading and writing, text-books, dates, the answering of questions, and the writing of essays.

Mr. Marten has some kind things to say about the preparatory schools, and his quaint remark that they teach the boys to brush their teeth, to say their prayers, and to speak the truth, must not be taken as implying a lack of respect for the grounding which the boys receive on the intellectual side. Again, though his outlook is naturally upon the public schools in the main, he knows something about the elementary schools. He has seen the Lower Boys at Eton play the elementary school boys of London, and he knows of his own knowledge that what is called the public school spirit is no longer a monopoly of the public schools. Indeed, he suggests that it never was, and that the public school spirit at its best is but the English national spirit at its best.

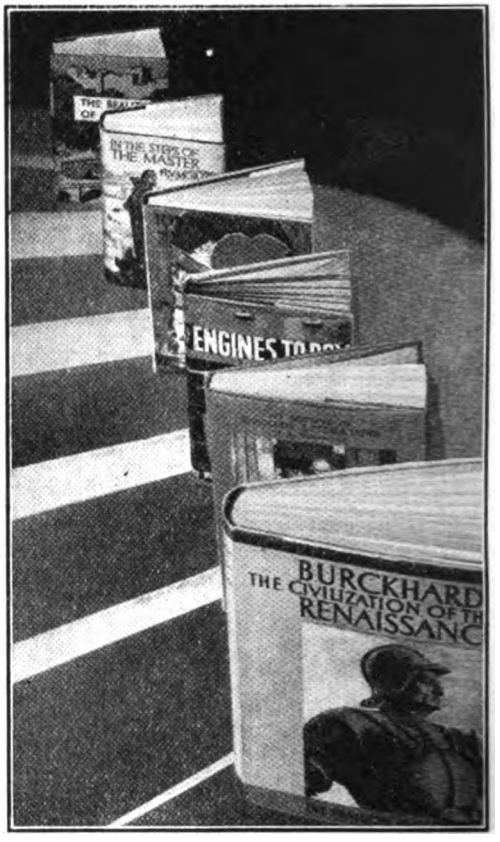
That English national spirit, its virtues and its foibles, is exemplified in the workings of our whole system of education, now newly described by Mr. E. W. Woodhead, Director of Education at Norwich, in his recently published book,[4] with a brief reference to which we must conclude these few Thoughts Concerning Education. His book is intended for all those who, as teachers, students, or administrators, have an interest in the English educational system. Every type of institution, from the nursery school to the university, is described with knowledge, sympathy and insight. The photographic illustrations are excellent. An index to a book which takes so broad a survey would have been welcome. But we do not know of any other book which covers the whole ground of our national education so conveniently and so clearly.

[3] **On the Teaching of History and Other Addresses.** By C. H. K. MARTEN. (4s. 6d. net. Oxford: Blackwell.)

[4] **The Child in the Educational System.** By E. W. WOODHEAD. (3s. 6d. net. Gregg Publishing Co.)

ESA

"Charmed magic casements, opening on the foam Of Perilous Seas, in Fairylands forlorn."—KEATS



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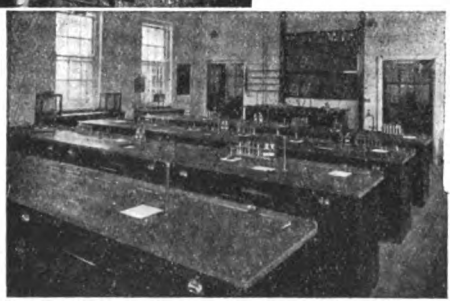

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The Curriculum of Sixth Forms

Not the least of the many activities of the Board of Education is the useful series of pamphlets now in their second hundred, which are designed to offer guidance on the many problems that confront teachers and administrators. The latest of these to be issued, that dealing with the curriculum of Sixth Forms in Secondary Schools*, may well be regarded as a valuable publication deserving of intensive study. Written by inspectors—and by several, as is proved by the varying literary styles in the separate chapters—it takes stock of the existing situation, and does not claim to propose anything in the nature of fundamental changes. But it gives an excellent analysis of the present position, and in the course of that analysis questions are raised that are of real significance to all who are concerned with secondary education.

The sixth form is surely the crown of the secondary school. The previous four or five years' course may be regarded as preparatory to it, and, indeed, one of the less favourable aspects of the English secondary school is the comparatively small number of pupils who reach the sixth form. For this there are several reasons—such as the inability of many pupils to rise beyond the mental attainment demanded by the passing of the School Certificate, the natural desire of many parents to see them entered on careers as soon as is practicable, and the tradition that sixth form work is only useful as a necessary preparation for the universities. When it is recalled that out of 480,000 pupils in grant-aided secondary schools, only 39,000, or one in twelve, reach the sixth

* Pamphlet 114. Price 1s. H.M.S.O.

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form, it is evident that too many pupils either fall by the way or else leave too early in order to enter on their careers.

One of the most urgent problems in certain of our largest day schools in the south of England is to contrive ways and means of establishing sixth forms adequate in size and organization to the total number of pupils in the schools. A glance at List 60 will show some revealing figures as to the disappointing proportion of pupils in many of the largest day schools who stay to take a post-School Certificate course. This problem needs only to be mentioned for its many implications to be seen, ranging from the failure to provide sufficient leadership among the pupils to an inability to provide a reasonable diversity of subjects and courses in the sixth forms.

For those who enter the sixth forms the curriculum is still too much under the dominance of examinations. These examinations are of two kinds—those for the Higher Certificate and those for scholarships at the universities.

Yet out of a total sixth form population of 39,000, only 3,500, or 9 per cent, proceed direct to the universities. Thus it is fair to conclude that the present sixth form curriculum is designed to meet the needs of only one-tenth of the sixth form pupils.

Now if there is one criticism that can be made against examinations for the Higher Certificate or for university scholarships, it is that they tend to encourage premature specialization. The desire to gain high marks in the chosen subjects reinforces a pupil's natural interest in his favourite subjects, with a resulting bias that is familiar to all secondary school teachers. This bias is to be seen in many a sixth form scientist who neither reads a play nor writes an essay, while his literary colleague may have an ignorance of, and sometimes a contempt for, the history and achievements of science.

The one way to cure this excessive specialization is to insist that the curriculum shall be balanced and co-ordinated, and that specialization shall only be partial. Yet the syllabuses for the Higher School Certificate examinations do not help to preserve balance and co-ordination, though it is true that they tend more than formerly to discourage excessive specialization. On the whole the sixth form curricula are too narrow, too specialized, and above all, they lack balance and co-ordination.

It is on these last-mentioned aspects that those who are concerned about the nature of sixth form work may well concentrate their attention, and it is one of the most useful functions of Pamphlet 114 that it directs attention repeatedly to these aspects. Balance in this connexion means the allocation of a pupil's work in such a way that an undue bias toward either scientific or literary subjects may be corrected. Thus the scientific-minded boy should pursue a subsidiary course in some literary or artistic subject, whether law, the drama, music or a craft, while the linguist might well study some subject such as geography, economics or the history of science, which would correct his tendency to what, for want of a better word, may be called " bookishness."

Co-ordination, too, must be assured, for many of our sixth form pupils are studying subjects that are not inter-related ; what possible co-ordination can there be, for example, in the case of a pupil studying French literature of the seventeenth century side by side with European history of the nineteenth century and English literature of the Elizabethan age ? More co-operation and understanding between sixth form masters and mistresses will prevent such mistakes, and similarly a wise selection of related subjects should be assured, always bearing in mind the pupil's freedom of choice.

If there is one thing above all that is needful in the curriculum of the sixth forms it is the necessity of so devising it that the pupils on leaving will have gained some philosophy of life, however immature it may be. What is the purpose of study : what are the aims of education : how and why are the problems of life to be faced ? these and like questions are too important to be ignored, as they commonly are. Pupils may be encouraged to browse in libraries, to read intensively, to score brilliantly in examinations, but they are not truly educated if they have not comprehended something of the whys and wherefores of their education. It is one of our urgent needs in the schools—and indeed in the universities of to-day—that their students shall be well-grounded and well-directed so as

> " Not with the crowd to be spent,
> Not without aim to go round
> In an eddy of purposeless dust,
> Effort unmeaning and vain."

Drama as Instrument of Modern Language Teaching.—The President of the Board of Education and Lady De La Warr recently entertained, at an afternoon party at the Board of Education, Les Comédiens de Paris, the party of French professional actors and actresses who visit secondary schools in this country and perform French classical and modern plays for the benefit of the pupils. This activity is part of the great development in the use of the drama as an instrument of education which has taken place in recent years. It is organized in the London area by the London French Plays Committee and outside the London area by the National Foreign Plays Committee representing the former Committee and the Modern Language Association. The producer is Monsieur de Rigoult of the Comédie Française, and during the present tour the players are due to visit thirty-four centres and give forty-six performances. This is the fifteenth tour, and pupils from schools in the thickly populated parts of the country have all had an opportunity of seeing the players, and their performances have been given at many of the public schools. The performances have given a stimulus to the study of the French language obtainable by no other means.

* * *

Parks and Open Spaces for Children.—A report has been submitted to the London County Council dealing with the facilities provided for children by the Council's Parks and Open Spaces Committee. It is pointed out that these facilities are regarded as a valuable contribution to the problem of providing for the protection of children from traffic dangers in the busy streets. A new departure is the children's lido at the Geraldine Mary Harmsworth park ; five additional paddling ponds and two boating lakes have been provided in parks in crowded districts ; during the summer of 1938, 100 open-air entertainments were given in over thirty places ; during the summer holidays children's games centres were established in seventeen of the Council's parks and open spaces, the total average sessional attendance being 1,850 boys and 2,200 girls.

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OCCASIONAL NOTES

TO change the date of the School Certificate Examination has proved to be a much more difficult matter than was anticipated. In July we noted with satisfaction that the examinations were to be moved from the summer term, but in August we had to record that for 1940 it had been decided to hold the examinations during the first two weeks of June, subject to the consent of the examining boards. Since August, opposition to June examinations has steadily increased and now scarcely a supporter of that date is to be found. The examining boards find it inconvenient for the setting and marking of the papers; the schools consider it worse than July. It is true that London University holds its examinations in June, but true, too, that many of the schools find that date inconveniently early. But it is to the north of England that June is particularly objectionable as an examination month, for the Wakes weeks would be interfered with. It is certainly to be regretted that the examinations cannot at once be moved from the holiday tract, but it is obvious that the problem needs further consideration, and the Secondary Schools Examination Council has recommended to the Board that the examinations in 1940 should be held at the usual time. The Council has also determined to re-investigate the possibility of holding the examinations after 1940 late in the autumn and we hope that this may eventually prove possible.

Date of School Certificate Examinations.

THE leading article of the November *A.M.A.* has for its subject the Training of Teachers. The Council of the Assistant Masters' Association at its meetings in Belfast last January instructed its Executive Committee to consider and report on the question. The outcome of the Committee's consideration would appear to be that the proper body to consider the question is the Board of Education, and next January the I.A.A.M. Council will be invited to pass a resolution asking the Board to institute an inquiry. It may be doubted whether the Board, which has already on hand a reconsideration of the curricula of the training colleges, will be induced to undertake this new inquiry at the present time, but, on the other hand, the report of the Consultative Committee may well contain proposals which will make such an undertaking opportune in the near future. The improvement in general education, and the absence of teaching experience which have followed the disappearance of the student-teacher system, has probably not been given sufficient weight in the present selection and method of training of candidates for the profession. The time to be given to theory and practice and the whole question of their relation to one another are suitable subjects for inquiry. It is undoubtedly true that the secondary schools are not thoroughly convinced of the value of the training at present given.

The Training of Teachers.

SOME light is thrown on the problem of unemployment among secondary schoolmasters by a letter to the Press from the Registrar of the Joint Scholastic Agency. He reports that an inquiry to all men on the agency's books as to whether they were able, if asked, to go to an immediate post, produced replies showing that over 200 were still unplaced and waiting for any vacancy that might be offered. The majority held degrees in languages (56), history (40), and English (30), and it is surprising to find that the 200 included men with honours degrees in the first class (22) and second class (41). What is disconcerting is to learn that 103 had finished training this summer and 78 had previously trained. These figures are surely a reflection on our system of professional training. Evidently supply has not yet been adjusted to the demand, with the result that able and qualified men find that entrance to a career for which they have devoted long and arduous preparation is definitely denied to them.

Unemployed Masters.

THE School Library Association has given evidence of vitality and a progressive outlook since its formation in 1936, and the admirable series of book-lists that it has produced in co-operation with the "subject" associations have been of the greatest value to school librarians. The latest list—A List of Books on Domestic Subjects suitable for School Libraries—has been published in co-operation with the Association of Teachers of Domestic Subjects. Carefully classified and fully annotated, it deals with every phase of domestic science from nutrition and cookery to laundry work and interior decoration. We particularly noticed the useful selection of books suitable for staff reading. The book-list, price 7d. post free, may be obtained from the Secretary of either Association (Gordon House, Gordon Square, W.C. 1.) and should be on order for the library of every girls' school or mixed school.

A List of Books on Domestic Subjects.

AN interesting report has been circulated by the Odeon Theatres combine based on a questionnaire issued last August to the managers of their local cinemas. This chain of cinemas has organized a system of children's matinees on Saturday mornings attended by children of from about 4 to 13, and the answers to the questionnaire are revealing. From this questionnaire we learn such curious facts as that children's matinees are attended by children from about 4 to 13, three-quarters of whom attend regularly. 83 per cent of them like the news reel, 82 per cent like sports items, 94 per cent like military and naval scenes, 88 per cent dislike foreign dictators, 97 per cent of them prefer the coloured Mickey Mouse cartoons to the black and white Silly Symphonies, and we note with interest that child films with stars are the least popular of all "feature" films. The managers consider that the whole programme

Children and the Cinema:

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should run from ninety to one hundred minutes and this is probably just right for the average child to appreciate. Apparently, there is no co-operation between local education authorities and these children's matinees. This is not surprising because they are naturally arranged for profit, and instructional and travel films are not exhibited to any marked degree. Where a local authority has provided matinees or assisted in their provision, as in the case of Oxford, the programme has usually been of a consistently high level.

And Terrifying Films.

EIGHTY-THREE per cent of the managers consider that children are never frightened by cartoons and 61 per cent see no evidence of fright when horrible incidents occur in serials. These managers must be unobservant, for it is obvious to any one who has watched children at the cinema that some of the "close-ups" of spiders and gorillas and ogres are terrifying to the young children. Violent incidents, physical suffering, ghosts, sudden explosions, scenes of torture—such things as these scare young children and make them either close their eyes or leave the performance. A study of children's dreams would throw light on this point. The fact is that the film censorship has failed in its duty in these matters. There are still coloured Disney cartoons which are frightening to young children but are given the "U" certificate. We can quote a case in point—the latest Disney cartoon "Good Scout" which has a prolonged picture of a terrifying bear chasing one of the characters. The moral proved by the questionnaire is that the handling of children's matinees and of film censorship should be entrusted to intelligent persons who have a sympathetic insight into the minds of children.

The British Film Institute.

THE fifth annual report of the British Film Institute, published recently, places on record a remarkable increase in the use of the film for educational purposes. There are now, according to the Institute's returns, 1,490 projectors in use in British schools, as against 916 at the corresponding date last year. In addition, about 420 new films suitable for general instructional or class-room use were issued during the twelve months, the majority being produced in Great Britain or within the Empire. Steps are being taken, in conjunction with the National Council for Physical and Recreative Training, towards the production of new films illustrative of Keep Fit activities. The "documentary," or short, non-fictional film, continues to make progress, both in Great Britain and abroad. As to the use of the film for entertainment, the report considers it significant of a rising standard of film appreciation that certain types of films are scarcely represented at all. "Crude humour, featureless conglomerations of legs and 'glorious girls,' and uninspired music, do not, apparently, attract audiences as much as they once did." The report is signed by Sir George Clark, the new Chairman of the Governors, who replaces Sir Charles Cleland. It may be obtained from the office of the Institute, 4 Great Russell Street, London, W.C. 1.

Social Services and Secondary Schools.

TWO conclusions appear to have emerged from the controversy that broke out over Mr. Walter Elliot's hint that the social services might have to suffer if rearmament is to be vigorously developed. One is that the secondary school establishments are to be stabilized and the Board has made it clear that no new capital commitments are to be entered into. The other is that the education services will not be reduced as was at first indicated, since public opinion is emphatic that if we are to be fully prepared to maintain the peace, the discipline and education of the rising generations must be assured. The Board is, no doubt, desirous of ascertaining what will be the effect on secondary school accommodation of raising the general school-leaving age to 15, and this factor would account for the restriction on new capital expenditure. In any case, we must recognize that the rise in the total number of secondary school pupils during the last ten years is satisfactory: in 1926 there were 367,564 pupils in State-aided secondary schools; in 1937 there were 481,767. The increase amounts to 33⅓ per cent and has meant a concurrent increase in sixth form pupils of nearly 100 per cent (from 20,500 to 39,597).

Education in Industry:

THE Quaker firm of Cadbury has long been celebrated for its schemes for the recruitment, training and further education of its 10,000 employees at Bournville and elsewhere. Its recently published booklet (*Education in Industry*, price 1s.) describes these schemes and shows that a high proportion of ex-secondary school pupils are employed. Thus for the three years 1934–6, there were 112 boys recruited for the firm compared with 290 from elementary schools, and over the last ten years for every 33 entrants from primary schools there have been 13 from secondary, 1½ from public schools and 1 from colleges and universities. They are trained for their duties by a scheme which is flexible, providing as it does for transfer to those branches of the work for which the entrants prove most suitable: a system of apprenticeship is also employed to a limited extent. Such a scheme is to be commended because of the common fault in industry of fitting a round peg into a square hole.

And the Day Continuation School.

MOREOVER, the Day Continuation School begun by the Firm in 1925, one of the three existing schools of this type in England, effectively closes the gap in education between the ages of 14 and 18. The four-year course for boys includes English, mathematics, experimental science and history, together with some form of practical work and physical education. Altogether 2,000 girls and 700 boys are in attendance. Thirty per cent of boys and 15 per cent of the girls come from outside firms. All junior employees of Cadbury's attend one day a week until they are 18. The education given is general rather than technical or vocational, and details of the curricula are given in the pamphlet. Opportunities for further study are also provided for the older pupils, who are expected "to

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take the initiative in their studies." A study of this pamphlet shows what can be done by a system of continued education; we cannot help commenting that it is only the most progressive firms that have experimented along these lines. Education for industry still has to be developed throughout Britain: here is one successful and enlightened system.

St. Edmund Hall.

THREATENED institutions, like threatened men, have long lives. St. Edmund Hall, at Oxford, looks back on seven centuries of history, having survived several threats of extinction; and may survive another seven centuries if the public appeal for an endowment is successful. St. Edmund Hall, commemorating Edmund, who became Archbishop of Canterbury in 1234, represents the earlier form of hostel for students. Its origin is obscure, but by the middle of the fifteenth century it had grown "to be one of the leading halls in the University." The quotation is from Principal A. B. Emden's article in *The Times* commending the appeal for an endowment. Four years ago the Hall acquired its freehold and independence from Queen's College, and new statutes came into operation last year. It now has 147 undergraduates in residence. An endowment producing an income of £5,000 a year is desired. The article is illustrated by an admirable photograph with the proud legend, "St. Edmund Hall can claim to be the oldest academical society for the education of undergraduates still surviving in any university."

Cambridge University Finance.

CAMBRIDGE UNIVERSITY last year had an income of £282,915. The amount appears substantial, being many fold the pre-War income. Nevertheless, a deficit is anticipated in the coming year. This is a reflection not so much of the cost of educating undergraduates as of the heavy toll of the University's research developments. University finance is the subject of a full report by the Financial Board which states in familiar official language that the method proposed of meeting this year the excess of expenditure over income is "one not capable of continued application." If the University could cash the financial benefits to the Nation of its research work, the financial position at Cambridge would cause no anxiety. Generous benefactors, British and American, who have helped in the past, will not be indifferent to any future appeal; and in the present state of the world, the Government is bound to assist generously both pure and applied scientific research. Industries also are closely concerned. Of this, new evidence is forthcoming in grants of £550 a year and £500 a year to the Cavendish Laboratory for new researches.

"Education" at Cambridge.

THE position of education as a subject of study at Cambridge University is undergoing transformation. Special interest, therefore, attaches to the Report of the Teachers' Training Syndicate for 1937–8. Divided into two parts, the first deals with the Training College for Schoolmasters. This completed its forty-seventh year with 160 students, distributed in various colleges, St. Catherine's with thirty possessing the largest contingent. First-year students received instruction in phonetics and elocution and second year students spent two weeks in school practice and attended lectures on musical appreciation. For the certificate in education, the examination for which was at various centres in December, 1937, and June, 1938, there were 397 candidates, of whom sixty failed. First classes are rare, only nine being awarded. In addition, one *testamur* in Education was granted. The only reference to research is to the thesis by W. M. Snook, B.A., entitled *Bellum Grammaticale—an Essay in Renaissance Education*, for which the Joseph Marks Memorial Prize was awarded.

Religion as a Social Force.

ANY lingering prejudices against the University of London as a "godless" University should be dissipated by the announcement of a series of lectures on Religion as a Social Force. These lectures are in course of delivery in the Senate House, the first being by Sir Richard Gregory on "Religion and Science." Other subjects are Religion in relation to Art, Music, Business and Philosophy. We should have expected a lecture on Religion and Education, a live subject, as the discussion of the Education Bill of 1936 showed. The University of London in its origin represents a compromise between undenominational and denominational conceptions of higher education. Religious questions, it has been said, do not obtrude themselves in the schools. The same may be said to-day of the two colleges, University College and King's College, to which the foundation of the University of London is due, though the abolition of tests for professors of King's College is comparatively recent.

Broadcasting.

"BROADCASTS TO SCHOOLS" is the title of the programme of talks from September, 1938, to June, 1939, issued by the Central Council for School Broadcasting. Statistics for the previous year are given. There were 8,250 "listening" schools, of which 5,822 were elementary and 875 secondary. Travel talks formed the most popular course, being listened to by 5,203 schools, followed by nature study, regional geography, world history and British history. From the school standpoint the essential demand is that broadcasting should provide something the teachers cannot give. "It may bring history of life in the form of dramatizations. It may bring the traveller with first-hand experiences to tell in the class-room." Broadcasting does not classify itself easily into subjects; indeed it breaks down rather than defines the boundaries between subjects. The teacher's first duty, we are assured, is the pleasant one of "listening carefully," setting an example to the pupils; but occasionally use may be made of the blackboard.

DURING the Czechoslovakian crisis, we recalled the services to education of Comenius. The *Contemporary Review* for November publishes an article by A. W. Holland on Comenius's illustrated text-book

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Orbis Sensualium Pictus, printed in Nuremberg in 1657. Its influence was widespread and prolonged. Cubberley suggests that for 115 years it was "without a competitor in Europe." Charles Hoole, a London schoolmaster, was the English translator, his book being published with the title *Visible World*. It became a standard work in England and in the American "colonies." The question and answer method of instruction is adopted, and the contents reflect the state of knowledge and civilization at the time. Current "sciences" are geometry and astronomy. Chapters on the torture of malefactors are happily out of date in our country. The contents of the book depict an unhurrying and unscientific age, an age, the author of the article suggests, "to which some would like to return, for it knew nothing of the 'modern examination system.'"

Comenius.

LORD DE LA WARR, the President of the Board of Education, presided at a lecture given by Mr. E. Major, Warden of Carnegie Physical Training College, Leeds, on "The Progress of Physical Education in Schools." The occasion was the opening day of the Public Health Services Congress at the Royal Agricultural Hall. The President discounted fears that rearmament would affect the social services, especially free milk for school children. He emphasized the unity of physical and mental health. *Mens sana in corpore sano* is an old tag. Its truth is being perceived in Whitehall in a new way and with greater conviction. Mr. Major's lecture was largely historical. One view that has been expressed in this column received his endorsement. "Is it not probable," he asked, "that the fine physique which characterizes the average secondary school girl is in no small measure due to the good physical education she is receiving, together with the more sensible modern ideas of dress?" An excellent exhibition was organized in connexion with the Congress.

Public Health Congress.

OF the publications relating to the work of the Medical Department of the Ministry of Health, the annual reports of the Chief Medical Officer of the Board of Education, bearing the title "The Health of the School Child," are naturally of special interest to the readers of an educational journal. But the annual report, now before us, of the Chief Medical Officer of the Ministry of Health, on "The State of Public Health" generally, also merits the attention of all good citizens. The introductory chapter traces the growth of specialism in the public health service, a growth which was advanced by the great scientific discoveries of the nineteenth century. Infant mortality has fallen, the figures showing that the number of infants who died under one year of age last year was 35,175, which is more than 10,000 less than the number who died ten years ago. Maternal mortality continues to fall, though it is still a great deal too high. Other parts of the report relate to control of infectious diseases, to tuberculosis, cancer, child welfare, insurance, nutrition, water supply, and—though outside a review relating to the year 1937—air raid casualties, and the provision of hospitals in connexion therewith.

Public Health.

SOME impatience has been expressed at the delay in starting the building of the new Physical Training College at Merstham. It is announced that Lord Dawson's Committee, charged with the task of defining the scope of the training, has completed its work, and that the architectural designs are at an advanced stage. The work of the College will consist in training men as full-time physical instructors. Provision is to be made for 200 resident students. Whether, at present, employment could be found for so many is doubtful; but the authorities are banking on the great developments promised in the physical training of the Nation. Ample provision already exists for the training of women-instructors. Other colleges providing similar training for men are at Leeds, Loughborough and Goldsmiths' College, London. Research work in physiology and anatomy will be included, as we recommended when the establishment of the College was announced. This research work should include observations on the improvement of physique resulting from various forms of physical training. Old games and exercises may be revived and new invented. There is a wide field for experiment in this direction.

Physical Training.

THE Annual Report of the Royal Institute of International Affairs has just been issued from Chatham House, the former home of William Pitt in St. James's Square, and is a reminder of the wide range of study that is fostered by the Institute. By means of study groups, general meetings and publications of foreign affairs in all the main regions of the world, a considerable body of information is rendered available on the most vital of all branches of human knowledge to-day. We are living in times when foreign affairs are of momentous importance, and it is necessary that they should be studied objectively. "Chatham House" provides for these studies to be carried on and the flourishing branches in the Dominions are extending its influence. It is to be regretted that the Press and politicians generally do not grasp the value of these studies in time to apply them effectively; it is understood, for example, that the problems of the Sudeten Germans had been investigated by "Chatham House" nearly three years ago, though the Press and Parliament took little notice of them until the spring of this year.

Chatham House.

EACH year in the columns of the *Western Mail* there appears a very lucid analysis of the income and expenditure of the Cardiff City Council on its various public services. In the past few weeks Cardiff has refused to sanction proposals for non-provided senior schools and seems likely to find itself in the same position as Liverpool, where the Board of Education is withholding grants amounting to £15,000 a month. The latest analysis of Cardiff's educational finance must,

Cost of Education in Cardiff.

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therefore, be a matter of some concern to its citizens. Whereas the net expenditure out of rates went up by £10,000 last year, the average attendance at public elementary schools has fallen by nearly 4,000. The cost per child has gone up by about thirty-five shillings, and salaries of teachers, per child, have risen by just over a pound. Secondary education costs have risen by over £17,000 since 1933. One figure must give pleasure to all, even to members of ratepayers' associations—the cost of school meals is falling owing to a revival of the City's trade. Cost is one thing; value is another, and in terms of value there are evidences that the citizens of Cardiff are fortunate. They have one of the largest and finest technical colleges in the country; they have played a large share in the development of physical education in Wales; their library service to schools has done valuable pioneering work and they give generous support to a flourishing University College and Medical School.

LORD STRATHCONA is to preside over a committee "to investigate the position in the military organization, of the Officers' Training Corps and the Cadet Force and to make recommendations." The personnel includes two Head Masters—Mr. H. H. Hardy, of Shrewsbury, and Mr. W. T. Marsh, of St. Albans, appointed respectively by the Head Masters' Conference and Association—but no representatives of universities. From this, it is evident that the junior contingents of the O.T.C. only are to be investigated. A letter to *The Times* from Brigadier-General Rudolf G. Jelf makes a strong plea for further assistance to cadet units. Many more secondary schools may be able under an improved organization to do their "bit." Some consider themselves entitled to an O.T.C. contingent, and the restrictions in force in creating new contingents will no doubt be a subject of inquiry. We hope that the report will be published in due course—not suppressed like the recent report of the Departmental Committee on the shortage of officers. One further question—might not girls' schools have been included in the terms of reference?

O.T.C. and Cadet Force.

A YEAR or two ago there was considerable discussion in the Cardiff Council about a proposal to form a Cadet Company in the oldest secondary school in the City. The school held an interesting position. Originating in a higher grade school which won for itself a place of considerable educational distinction, even before it became a secondary school, not only in the achievements of its pupils but also in the quality of its Heads, it came to hold a position rather like that of an aided secondary school amongst a group of maintained secondary schools—higher fees, greater independence from local education authority control, the rather different "atmosphere" which make a proposal for a cadet company rather more acceptable. However, the political atmosphere in the City at the time was not very favourable to the proposal. Now comes a suggestion, not that a cadet company should be formed in one school, but that all the secondary schools in the City should play their part in the formation of a cadet battalion.

Cadet Companies in Welsh Secondary Schools:

IT is uncertain how this proposal will be received. It is not unlikely that its reception will be rather more favourable since the fundamental question now is not whether it is right or wrong to train boys in our secondary schools to take up the profession of arms, but whether we ought not to take every possible step to see that the new generations are capable of protecting the security of a democratic system of government. This implies the continuance of educational principles based on the freedom of the individual to make his own choice, subject to non-interference with the liberty of others, in building up his own philosophy of life. This provides a much stronger case than the one which claimed that the Cadet Corps provided a training in discipline and an addition to the physical training course which the ordinary school curriculum cannot give.

And points in favour.

AT a recent conference of library authorities in Wales one of the speakers said that the present machinery of the School Certificate Examination was turning out a generation of examination robots, the majority of whom would never develop into truly cultured adults. Text-book, note-dictation and graphed model answers had so superseded the proper study of literature and science that students confessed, for example, that they hated Shakespeare, Wordsworth or history for the rest of their lives. How far this criticism is based on facts widely and carefully collected from the secondary schools of Wales is not known. But until the schools are free to choose ideals and to build up within themselves examining organizations; until the staffs of schools can be free to adjust the curriculum to the needs and capacities of the individual pupil, so long will this tendency exist. It is certain that school libraries, conceived on a generous scale, will do more than any other single instrument in the school to break down this tendency. Will the day ever dawn when the School Leaving Certificate will be one signed by the head and indicating (*a*) that the pupil has pursued a liberal and cultural course for so many years, (*b*) that he is considered to have benefited by that course on the evidence of written theses—using the word in a sense adapted to the capacity of youth—or studies in which he is specially interested, specimens of handicraft, dramatic work, sports, the holding of posts of responsibility, and so on. We have a long way to go to attain this ideal but the development of school libraries will help us to move forth towards it.

Libraries and Secondary Schools.

A RECENT report on the position of Latin and Greek in Scottish schools makes interesting reading. Pupils usually begin Latin at the age of 12, later, that is, than in England, and the demands of the university result in many pupils taking up its study who have no

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particular interest in the subject, nor, it may be, the necessary ability to carry it to a successful issue. The schools of the western area show more enthusiasm than schools elsewhere in Scotland. The percentage of pupils taking it ranges from 60·3 in the West to 36·3 in the Edinburgh and St. Andrews districts. Aberdeen does rather better with 38·3 per cent, and in this area there is some evidence that even in non-secondary schools an attempt is made to foster the study of Latin. The total number of pupils taking Latin in the secondary schools is 31,536 out of a register total of 67,867, or 46·4 per cent. The position as regards Greek has improved somewhat in recent years. Naturally there are fewer pupils attempting the subject. This is in part due to the demands of other subjects, which make it difficult to start Greek before the third year. The western area is again the best with a percentage of 2·77. The percentage for the whole country is 1·84 representing 1,248 pupils, spread over more than 100 schools.

Latin and Greek in Scottish Schools.

AT the half-yearly meeting of the General Council of Glasgow University, keen discussion was evoked by a resolution from the Committee on Educational Policy and Methods relating to the Regulation for the Degree of Ph.D. in the Faculty of Arts and other Faculties, if thought desirable. As the regulations stand they provide that a candidate for the degree should devote his whole time to the necessary research. The resolution brought forward suggested that the regulations should be so modified as to permit a candidate whose subject of research was in line with his ordinary profession to continue such profession or employment during the period of research, the minimum period of research being lengthened, if thought desirable, at the discretion of the Senate in each case. The Committee claimed that such a relaxation was desirable, particularly in the case of teachers whose daily work often provided them with invaluable material obtainable in no other way. This would bring Glasgow into line with the other Scottish universities in the matter. Some fears were expressed that a relaxation of the regulations might prove dangerous and lead to a cheapening of the degree, but the resolution was finally carried by twenty-three votes to thirteen.

Glasgow Ph.D. Degree.

SIR JOHN ORR, Director of the Rowett Institute, Aberdeen, assures us that the poorest 25 per cent of the German Nation is to-day better fed and better housed than the poorest 25 per cent of the Scottish Nation. He proposes a five-year plan for Scottish agriculture and housing. What Scotland needs more than anything else, he says, is a spiritual revival that will give Scotsmen a new sense of values, that will fill every Scotsman's heart with shame and indignation when he looks at things in Scotland and compares them with other countries. Poverty and unemployment, he says, are much worse in Scotland than in England, very much worse than in Scandinavian countries and in Belgium and Holland. There, infant mortality is only half what it is in Scotland. He condemns the poor housing and points out that the proportion of houses unfit for human habitation is six times as great in Scotland as it is in England. It is absolutely essential to have nutrition and housing improved as rapidly as possible. A scheme for the improved production of food should be taken in hand at once and along with it a system for bringing that food within the purchasing power of the poorest.

Housing and Nutrition in Scotland.

AN interesting controversy has taken place in the Irish newspapers and the Northern Parliament. It arose out of a statement by a Southern bishop at his annual synod at Cashel, that the Protestant minority in the South were better treated educationally than they were under the British Government or would have been if the British Government had remained. This statement led to questions in the Northern Parliament. So far as a plain man can see, the Northern Ministry was able to show that it is treating the Roman Catholic schools better than they are treated in Great Britain. The Parliamentary Secretary said that the rules governing grants to small schools in the North seemed to be similar to those of the Southern Department. Southern Protestant managers, however, say that the rules in the South are by no means rigidly applied, and that the Government is prepared to make every reasonable concession in order to keep the small Protestant schools open. No doubt, the Protestant population in the South in country districts is decreasing while the Northern minority is increasing. This, however, is in no way due to their religion ; it is only part of the depopulation of the rural areas and equally affects the majority.

Ireland.

FRESH and interesting discussion marked the Annual Conference of the English Section of the New Education Fellowship. It was urged that the present situation makes it impossible for the teacher, as a citizen, to avoid concerning himself with political issues. Mr. W. H. Auden said that the combination of social inequality with democratic forms of government meant either mob rule or dictator rule by those who know how to inflame the mob. The primary demand of all educationists must be for equality of opportunity. Mr. Michael Stewart, of the Coopers' Company's School, maintained that it was impossible to avoid controversial topics in school, but argued that the principal difficulty would be overcome if children were trained to make a strict distinction between fact and opinion. Mr. H. S. Wood, of the Board of Education, said that children bounce in and out of experiences and views from red to pink and blue. He would rather have a well-bounced child than one whose rotundity is kept intact by teachers who are so passionate in their desire to be dispassionate that they become a pale anaemic reflection of themselves. Mr. E. G. Savage (Senior Chief Inspector) and Lady Simon discussed the relationship between State and teacher. The meeting felt that in the interests of the Nation much more should be done in schools to infuse youth with as strong a faith in

The New Education Fellowship.

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democratic principles as is aroused in totalitarian states for other ideas.

Official Secrets.

THE apprehension which has been excited by recent operations under the Official Secrets Acts has found expression in a conference called by the National Union of Journalists and the National Council for Civil Liberties. The resolution passed is worth quoting in full: "This Conference, uniting persons and organizations of widely differing political views and social interest in a common concern for the maintenance of the liberty of the subject and the freedom of the Press, draws attention to the grave threat to liberty contained in the recent application of the Official Secrets Acts to journalists and others; recalls the explicit assurances that the Acts were intended to deal only with matters vitally affecting the safety of the State, and urges the immediate amendment of the Acts in such a manner as to confine them to that purpose." Among the speakers were Major G. Lloyd George, Mr. Dingle Foot, M.P., who has introduced in the House of Commons a Bill to amend the Acts, Mr. L. J. White, Assistant Secretary of the Civil Service Clerical Association, Mr. C. J. Bundock, Secretary of the National Union of Journalists, and Mr. Kingsley Martin, Editor of the *New Statesman*, who read a letter from Mr. A. P. Herbert, M.P., promising support for Mr. Foot's Bill. This matter is of no less importance to the teaching profession than to others who seem to be more directly affected, and they will doubtless give support to this movement for reform.

A School Museum Service.

WE have before us the first annual report of the Derbyshire Education Committee on its School Museum Service. This is an experimental service, jointly financed by the Committee and the Carnegie United Kingdom Trust, and undertaken with the knowledge and consent of the Board of Education, which recognize the service for grant purposes. The report shows that a very interesting and promising start has been made. The demand for cases of specimens is always considerable, and most cases have had to be duplicated. The choice of subjects in demand is not restricted, but covers a wide field. Those most in request are sets of material concerning textile industries, specimens illustrating the life histories of plants and animals, human physiology models, objects relating to prehistoric and Roman life, dolls in national costume, local geological specimens, and needlework samplers. In the selection of material for the museum, the chief aim has been to acquire such objects as would not normally be available in schools on account of comparative rarity or cost. The indications are that the service is meeting a definite need, especially in rural schools.

Beneficial Employment.

WITH Mr. T. M. Wechsler's protest against the secrecy which has enshrouded the deliberations of the London County Council on the subject of "beneficial employment," we feel much sympathy, especially with the argument that "teachers' associations and other interested bodies" ought to be consulted. Presumably the employers were not given much opportunity to discuss, privately and publicly, these important questions. What reason can there be for secrecy in the administration of an Act of Parliament of this character? Another matter on which more information should be afforded—and this applies to other local education authorities as well as London—is the way in which boys and girls of 14 to 15 are to be compulsorily educated, especially the curriculum and qualifications of the teachers. As an educational measure, the success of the Act of 1936 will turn mainly on these questions. Failure may have repercussions on other aspects of public education, for inefficient teaching must bring education generally into disrepute.

The Anderson Report:

THE Report of the Committee on the evacuation of the civil population has now been issued, and the recommendations dealing with the evacuation of school children will be studied very carefully by teachers. There will, we think, be general agreement with the proposal that plans should be prepared in complete detail for the transfer of children of school age in time of war from vulnerable areas to places of greater safety, that in doing this the school should be treated as the unit, and that details should be worked out through the local education authorities, with the co-operation of the teachers. In this connexion it is eminently desirable that care should be taken to include representatives of the secondary school associations. The problems arising from the transfer of pupils of secondary school age differ in many respects from those arising from the transfer of younger children, and it is therefore necessary that the views of those who are specially conversant with all the circumstances should find expression. A sensible suggestion is that it might be well to arrange for a scheme to be prepared for a sample area, before general directions are given to proceed in this matter. This would throw up points of difficulty which could be discussed, and thus unsuitable procedure could be avoided.

Evacuation.

ANOMALIES were sure to arise in an improvised system of evacuation of children during the recent emergency, but it is rather startling to learn from Sir Frederick Mander's letter to the Home Secretary that it was proposed to evacuate East London children to a part of Essex on the Thames estuary, from which the Essex authorities proposed to evacuate local children. The Anderson Report allots areas for the evacuated population from industrial centres, a large part of England being assigned for this purpose. London can be evacuated at the rate of 100,000 per hour. These measures may be necessary at the moment; but the defence against air raids is improving rapidly and the problem of reasonable safety for city populations may soon be solved, or at least equated to the difficulties and expense of evacuation.

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FOREIGN AND DOMINION NOTES

NEW ZEALAND

1936

Government Programme.

The people of New Zealand have recently gone to the polls and endorsed the work of the Government which assumed office at the end of 1935 and of which the Minister of Education has, for a period, been acting Prime Minister. In his report for 1936, the latter restated the educational aims which have constituted one of the several reasons why the people have supported his Government: (*a*) the re-admission of the 5-year-olds to primary schools; (*b*) the extension of training to provide the staff for smaller classes; (*c*) the provision of new buildings; (*d*) more liberal supplies of equipment; (*e*) the extension of dental treatment to all schoolchildren; (*f*) standard rates of pay for all teachers under the "rationing-scheme"; (*g*) the right of appeal against non-appointment and (*h*) the improvement of the standard of teachers' residences.

Education Amendment Act, 1936.

The first reform was introduced at once and, in order to provide the staff, the two training colleges which had been closed in 1933 were reopened; there was also a considerable increase in the numbers of students admitted in these and the other two training colleges. In the same Act, provision was also made for the repair and maintenance of schools and teachers' residences out of the special fund for the improvement of grounds, while the supply of handwork materials was to be doubled. The scheme for rationing work among teachers not in permanent positions was discontinued, and, instead, all certificated teachers who had served under the rationing scheme were employed as relieving teachers and paid a "Grade I assistant's" salary.

Abolition of Proficiency Examination.

These measures went a substantial way toward fulfilling the Government programme, but, in addition, the following reforms were carried out in 1936. The Proficiency Examination was abolished; this removed what had been a strong and generally restrictive influence on the teaching in the primary schools and it was hoped that teachers could now plan their courses in such a way that their pupils would obtain the full benefits of their education.

Advertisement of Vacant Posts.

It was decreed that any post which involved an increase of the salary of the person appointed must be advertised, and that the Board should consult with the senior inspector as to the teacher best fitted for the post.

Grants Restored in Higher Education.

The award of University National Bursaries was restored on a higher-leaving-certificate qualification, and other measures were adopted to facilitate poorer students following university courses without embarrassment. The grants to the Workers' Educational Association were also restored both directly and by grants to the university colleges.

Maori Education.

After an official conference on the Maori question, it was decided to implement the various resolutions on the teaching of the Maori language, the curriculum in Maori secondary schools and the provision of scholarships for Maoris. A Maori language text-book for use in post-primary schools was to be provided.

Statistics.

The number of teachers in primary schools increased by 65 to 6,113, and the average annual salary of *all* teachers increased from £261 to £298. The roll in post-primary schools increased from 36,664 to 37,563, in the universities from 5,101 to 5,218, and in the teachers' training colleges from 428 to 1,178. The total cost of education amounted to £4,032,266—an increase of £715,274.

1937

Whereas 1936 was a year of new legislation, 1937 brought much consolidation and we note some of the more important measures apart from the additional financial assistance provided for *all* the different branches of education.

Activity of the N.Z. Educational Institute.

During the year the appropriate committees and the New Zealand Educational Institute investigated the question of text-books, a new staffing schedule and new salary scales, and the latter undertook to report on the intermediate school system.

Milk in Schools.

In March the issue of half a pint of milk daily to all children who desired it—about 85 per cent—was begun, and at present this represents a daily half-pint for 137,000 children.

Primary School Certificates.

Owing to the abolition of the Proficiency Examination in primary schools, regulations were made providing for the issue of certificates by head masters on the school record of pupils. During the year there were several conferences called; (1) to discuss the place of the cinema in education and the difficulties in its use peculiar to New Zealand; (2) on the subject of physical education, since which, special consideration has been given to the numerous enlightened recommendations; and (3) on the training of teachers with special reference to the setting up of a *liaison* committee in each training college, to co-operate with each university college and incorporate the culture of the latter in the course pursued by the teacher-in-training.

Conferences.

Grant to Free Kindergartens.

The free kindergartens received attention during the year in the form of a £10,000 grant—£4,000 more than in 1936—and this has enabled them to raise the salaries of some of their teachers and assist in the cost of new buildings where funds have been raised locally.

Vocational Guidance.

The Government now takes full responsibility for the work of vocational guidance of pupils at post-primary schools and eight special officers have been appointed for this purpose, as well as "Careers Teachers" at certain large post-primary schools.

Libraries.

£3,000 was made available for a scheme for the regular supply of books and expert library assistance to country libraries. In 1935 there were only 53 student dental nurses, but in 1937 the number was raised to 140 and 20 new dental clinics are being established in districts where hitherto the service had not been available—another proposal in the Government educational plan implemented.

Dental Clinics.

Statistics.

The number of teachers in primary schools rose by 113 to 6,226, but there was a slight decrease in the average salary of *all* teachers from £298 to £295. The roll in the post-primary schools increased again by 614 to 38,177, in the universities by 20 to 5,238 and in the teachers' training colleges by 166 to 1,344. Finally, there was a total increase in the cost of education of £646,902 to £4,679,168.

Professional Satisfaction.

It is natural that for such a programme of expansion and reform the teaching profession could have nothing but praise; and indeed the New Zealand Educational Institute's organ, *National Education*, throughout the two years under review, has contained not only eulogy but also a freshening and revitalizing of outlook only possible in a country where education is treated as of first importance.

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PRIZE COMPETITIONS

The prize for the November Competition is awarded to " Ex Or " ; *proxime accessit*, " Mac."

Up to the time of going to press we had not received notification of name and address from " D. H. W.," winner of the October Competition.

The winner of the June Competition, Miss E. G. Scott, 2 West View, St. Andrews, Fife, has at last revealed her identity !

We classify the thirty-seven versions received as follows :

Class I.—Ex Or, Mac, Wehmut, J. E. M., H. S. W. (2), H. S. W. (1), Agricola, V. N., Argentea, Old Trident, Llanandras, Chauve-Souris, Atlantis, Obolus, Martin, Memus, Taube, G. E. M., Damon.

Class II.—Château d'If, L. L., Calvus, Tula, Hibernia, Auburn, Cambria, Lee Anderson, Bubenberg, Carth, W. L. B. H., Numéro, Blackwing, Urbanus, E Hy, Nautilus, Onyx, G. E. E.

POUR UNE PORTE DE BIBLIOTHÈQUE
BY LOUIS LE CARDONNEL

I

Porte, défends l'accès de cet intime Louvre
A ceux qui ne vont pas, d'un noble songe épris !
Garde à jamais ce seuil du profane, et ne t'ouvre
Qu'aux loisirs des grands coeurs et des mâles esprits.

II

Heureux qui vient ici, dans la pénombre auguste
Se nourrir de silence et de recueillement ;
Ou qui peut y survivre un jour, durablement,
Dans le vélin d'un livre et dans l'airain d'un buste.

TRANSLATED BY EX OR

Door, to this cloistral Louvre access to him deny
Who in a noble dream no wayside solace finds !
Guard ever from the mob thy step, but open fly
To guide to their retreat great hearts and virile minds.

Happy who hither comes, in " dim religious light "
His spirit's thirst in calm, in musing to allay ;
Or who in calf-bound tome or bust of bronze one day
Surviving here may still remain a cenobite.

TRANSLATED BY MAC

Open, my Door, this private Louvre of mine
To none but those whom noble dreams inspire ;
Keep out the common herd : here's leisure fine
Meet for great souls with manly thought afire.

Happy who comes within this shade august
To feed his soul on thought and silent peace ;
Or who may stay, till time itself shall cease,
Alive in vellum scroll or brazen bust.

TRANSLATED BY WEHMUT

Close thou this secret citadel to all
Save those whom some high vision leads apart,
No wanton foot across this threshold fall,
The haunt of manly mind and noble heart.

Oh ! blest who seeks these venerable shades,
His hunger, tranquil communing, to fill,
Or in illumined scroll, when memory fades,
Or brazen effigy, shall linger still.

" Ex Or," an assiduous and learned follower of our competitions, submitted a version which seemed to us the most successful in imitating the scholarly, perhaps faintly pedantic, style of the original. Regarded purely as poems, and not as translations, the versions by " Mac " and " Wehmut " may be found more pleasing ; there are some really beautiful lines in both.

The weakest point in " Ex Or's " translation is the word *solace* in line two ; *épris* tells us that the dream must be a passion, not a solace. However, " Ex Or " does make some attempt at expressing the meaning of *ceux qui ne vont pas . . . épris*, which nearly all competitors rendered as though it had been *viennent* or *y vont* instead of just plain *vont*. " Argentea," with *To those who walk not in a noble dream*, and " L. L.," with an almost identical line, made the best attempts at this.

We were rather doubtful about the prize-winner's " dim religious light," but he won us over by an interesting footnote in which he suggests that Le Cardonnel may be consciously imitating Milton. This is by no means impossible, for he was a student and admirer of the English poets, as his long ode to the memory of Tennyson reveals.

" Mac " had to do some padding in line seven to provide a rime. " Wehmut " introduced an *illumined* scroll not mentioned by the author, and his line six was awkward : surely *communing* should have the accent on the second syllable. " J. E. M.," another sufferer from the necessities of rime, could get no nearer to *mâles esprits*, than *souls with spark celestial fired*. But her second verse was good :

Oh, happy he who in this quiet shade august
Comes to refresh himself with silence and with thought,
Or he who some day here immortal shall be brought
In page of vellum and in bronze of sculptur'd bust.

Of " H. S. W.'s " two versions we preferred the second, and we liked particularly :

This threshold from the herd still keep inviolate

but we could not admire his opening line—identical in both renderings :

Before this Louvre withheld O Portal close thy gate

although the translator explained this use of *withheld* as borrowed from D. G. Rossetti.

The first line was, indeed, the least happy in most of the translations submitted. " Agricola " with *defend this portal dread* (why dread ?) was one of many who wanted to *guard the entrance* (as though it were *défends . . . contre ceux*) instead of *forbidding access*. It also proved difficult to find a graceful equivalent for *cet intime Louvre*. Of the many different renderings the most attractive, perhaps, was achieved by " Llanandras " —*this Bodleian-in-little*. " Old Trident " had the same notion, ingeniously riming *ungodly* with *this haunt of Thomas Bodley*, but this missed the point of *intime* ; the quatrain is clearly not intended for any great or famous library. We liked also " Nautilus's " *friendly shrine*, but unfortunately the rest of his first verse was very weak.

(Continued on page 770)

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"The Journal of Education"

A PRELIMINARY FORECAST FOR 1939

There will be a series of SPECIAL ARTICLES under the heading of

CONTRIBUTIONS TO GENERAL EDUCATION FROM PARTICULAR SUBJECTS

The Articles have been written in answer to the Editor's enquiry, addressed to a number of distinguished persons, as to "*What contribution can be made to the general education of future CITIZENS by using material from the subject upon which you are an authority?*"

SO FAR, THE FOLLOWING HAVE ACCEPTED HIS INVITATION:

English Language

Dr. I. A. RICHARDS (Magdalen), author of *Principles of Literary Criticism*, part-author of *The Meaning of Meaning*,' &c. Dr. Richards has acted for some years as special Educational Advisor to the Chinese Government, and to the Rockefeller Foundation. He has, for several years, studied problems of English teaching in Great Britain, the U.S.A., &c.

Biological Science

Prof. LANCELOT HOGBEN, B.Sc., F.R.S., Regius Professor Natural History at the University of Aberdeen. Author of *Mathematics for the Million, Science for the Citizen*, &c.

Physical Science

Prof. J. D. BERNAL, M.A., F.R.S., Professor of Physics, Birkbeck College, University of London. Author of *The Social Aspect of Science*, &c.

Mathematics

Prof. ERIC TEMPLE BELL. Professor of Mathematics, California Institute of Technology. Author of *Men of Mathematics, The Queen of the Sciences*, &c.

Geography

Prof. ISAIAH BOWMAN. President of the Johns Hopkins University. President of the International Geographical Association. Director of the American Geographical Society. Prof. Bowman has an international reputation as one of the foremost exponents of the study of geography as a branch of the social sciences.

Classical Languages

Mr. R. H. S. CROSSMAN (New College), author of *Plato To-day*, &c.

The remaining articles of the series are being arranged.

Each of these articles will be accompanied by another, written by an experienced teacher known for the excellence and soundness of his work. These will be called:

"The Place of Physical Science (or the particular subject) in the School"

The following have agreed to contribute:

(1) English Language

Dr. GRAMMETT, The Franklin K. Lane School, Brooklyn. Dr. Grammett is one of the best known teachers of biology in the U.S.A. He is head of the biological department in a High School of 5,000 pupils.

(2) Physical Science

Mr. L. G. SMITH, M.A., B.Sc. Head Master, Trowbridge Grammar School. Ex-Chairman of the Science Masters' Association and member of the General Science Committee.

(3) Mathematics

Mr. C. T. DALTRY, M.A., B.Sc. The Roan School, Greenwich. Secretary of the London Mathematical Association.

(4) Geography

Mr. L. S. SUGGATE, M.A. Holborn Estate School. Well known as a teacher and examiner in geography.

(5) History

Dr. F. C. HAPPOLD, D.S.C., M.A. Head Master, Bishop Wordsworth School, Salisbury. Author of several well-known books, *e.g. The Modern Age.*

(6) The Place of Classics in the School

Dr. C. E. ROBINSON. Senior Classics Master at Winchester School. Mr. Robinson is a well-known writer on the teaching of classics and was the only schoolmaster-member of the Prime Minister's 1922 Commission on Education.

Modern Languages

SIR RENNELL RODD. Past President of the Modern Languages Association and a well-known public figure.

Special Articles

Dr. ENID CHARLES on *The Influence of Changes in Birth Rate and of Age Composition of the population on Educational Policy.* Dr. Charles, author of several books on population, is the foremost exponent in England of questions relating to birth rate, &c.

Mr. MICHAEL STEWART on *Criteria of Choice Used in Anthologies of English Literature.* An essay review.

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Nobody, by the way, raised the question whether it was one inscription in two verses or two separate inscriptions. We are inclined to think the latter, because of the numbering and the incongruousness of *intime* and *auguste*.

Our German competitor, " Argentea," again displays her good taste and her mastery of English (not to mention French), notably in her last two lines :

Or may survive here with the chosen few
In book of vellum or in brazen bust

Her *penumbra*, however, besides being rather an obscure word in English, was wrongly accented.

" V. N." and " Chauve-Souris," if not quite in the first flight, showed their customary competence. Of those who attempted the difficult Alexandrine, nearly all handled it confidently and well, notably " Ex Or," " J. E. M.," " H. S. W.," " Agricola," " V. N.," " Llanandras," " Château d'If " and " Urbanus." We should have included " Atlantis " and " G. E. M.," but the former unaccountably chose to address his door as a portal, thus giving his first line a syllable too many, while the latter used the word *intimate* in a position where it would only scan with the accent on the second syllable. " Obolus's " *Vision Splendid* struck us as being in the nature of a cliché. " Taube's " choice of *unlettered* for *profane* seems hard on possibly worthy seekers after knowledge. " Martin," in the second line and again in the last two, introduced ideas not present in the original. " Memus " was sound but uninspired.

All Class II—almost exactly half the total number of competitors—fell into the error of reading *un jour* as *for a day*, instead of as *one day* or *some day*, consequently misunderstanding the whole drift of the last two lines. " Chateau d'If " is typical :

Or spend the livelong day sweet intercourse to keep
With friendly vellum tome and speaking bronze of bust.

or " Tula " :

. . . all the day
With ne'er a wish for more than so to stay
Absorbed in vellum books and busts of brass.

The word *durablement* ought to have made it plain that no such meaning could be intended.

Incidentally, we thought that some of those in Class I, who evidently understood these lines correctly, might with advantage have expressed them more clearly. Such a rendering as :

Happy who may outlive the years' defeat
In vellum or in statuary enshrined.

(" Obolus ")

misses out the important word *here*. " Mac " and " Wehmut," were clever enough to convey the meaning by using the verbs *stay* and *linger* respectively. " Damon " spoilt an otherwise satisfactory entry by taking *y* as referring to something (we are not quite sure what) in the two lines preceding—*shall e'en these outlast*.

" E. HY." used a rollicking metre which worried us for some time until we succeeded in remembering what it reminded us of : it was the seventeenth century song which begins :

Let us drink and be merry, dance, sing and rejoice
With claret and sherry, theorbo and voice . . .

(Continued on page 772)

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Further particulars may be had from the HEAD MASTER, ALDENHAM SCHOOL, ELSTREE, HERTS.

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ENTRANCE SCHOLARSHIPS are awarded in March and June. Candidates must have taken previously the March or June Common Entrance Examination. A further Examination will be held at the College on March 31 and June 30. For further particulars apply the RECTOR, Beaumont College, Old Windsor, Berks.

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EXAMINATION in March for Scholarships of value from £50 to £100. Entries by February 20. Valuable Leaving Scholarships. Preparation for School and Higher Certificates, 1st M.B., Inter B.Sc. and University Scholarships.

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AN Examination will be held in June, 1939, for three Entrance Scholarships of the annual value of £60, and four or more Exhibitions of less amount.

Candidates must be under the age of 14 on June 1 immediately before the examination. The age of candidates will be taken into consideration in the examination.

Entries should be received by May 24. The School fees for Boarders are £120 per annum; 10 per cent reduction for sons of clergy.

Further information about Scholarships, copies of the School Prospectus, Forms of Entry, &c., can be obtained from the BURSAR, to whom inquiries regarding board and lodgings should also be addressed.

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ENTRANCE SCHOLARSHIPS to the value of £100, £75, £60, £45, and THREE EXHIBITIONS to the value of £30 will be awarded each year. Candidates will have the opportunity of offering such subjects as Music and Art if they wish to in addition to the ordinary subjects. Candidates must be under 14 on May 1. Full particulars may be obtained from the HEAD MASTER.

BRIGHTON COLLEGE

AN Examination is held each June to elect TEN Scholarships varying in value from £75 to £30 a year.

A number of Gill Memorial Scholarships and Exhibitions are offered each June to sons of Officers or Ex-Officers in H.M. Army, varying in value from £75 to £30.

Full particulars on application to the HEADMASTER.

CANFORD SCHOOL, WIMBORNE

AN Examination will be held during the first week each July for the awarding of One Scholarship value £100, and Six Scholarships value from £60 to £30, open to boys under 14 on June 1 previous. Boys under 14½ on the same date may compete for two of the Scholarships, but a higher standard of work will be expected. For particulars apply to the HEAD MASTER.

THE CHELTENHAM LADIES' COLLEGE

AN Examination for Entrance Scholarships and Exhibitions, including a Music Scholarship, will be held in March, 1939. Candidates must be under 15 on July 31, 1939.

For further particulars and syllabus apply, SECRETARY, Ladies' College, Cheltenham.

CRANLEIGH SCHOOL, SURREY

EXAMINATIONS, March 14, 15, 16, June 13, 14, 15, 1939, for Open Scholarships and Exhibitions, £100–£30, and for Music and Choral Scholarships, £60–£30. Age limit for Open and Choral Scholars under 14, for Music under 14½, on April 1 and July 1, 1939.

One Scholarship of £100 for the son of a clergyman and one Utterton Scholarship £20, for the son of parents resident in Winchester, Portsmouth, Guildford Dioceses will be offered.

Bursaries for the sons of Clergy and Officers are available.

Details from the HEAD MASTER'S SECRETARY.

CLIFTON COLLEGE

Scholarship Announcement will be found on page 772

CRANBROOK SCHOOL, KENT
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ENTRANCE SCHOLARSHIPS

THE Scholarship Examination will be held on June 1 and 2, 1939; entries up to May 23. Age limit, 14½ on June 30. Five SCHOLARSHIPS of £75, £50 (2), and £40 (2), together with two EXHIBITIONS and two BURSARIES are offered annually. The Mrs. C. D. Murton Scholarship (£30) will also fall vacant this year. Fees £99 a year.

For particulars apply to THE HEAD MASTER.

CULFORD SCHOOL, BURY ST. EDMUNDS

AN Entrance Examination will be held in May, 1939. The following Scholarships will be offered: one of £70, two of £50, and two of £30 per annum. Candidates must be under 14 years of age on June 1, 1939. Particulars and entry forms from the HEAD MASTER.

DULWICH COLLEGE

SIX School Scholarships are open for competition in May. Candidates must be between 12 and 14 years of age on May 1. The Scholarships are of the value of £45 per annum each, and are tenable for school life; there are also vacancies this year for boarders and if candidates for boarding scholarships reach the competitive level for the award of school scholarships, a further £45 per year will be remitted each scholar.

Full particulars and entrance forms may be obtained on application to the SCHOOL SECRETARY, Dulwich College, S.E. 21.

DEAN CLOSE SCHOOL, CHELTENHAM

AN Examination for Six Scholarships, varying from £80 to £25 per annum, will be held in June, 1938. Age limit 14½ years. Special Exhibitions each term for sons of Clergy and members of H.M. Services.—Apply P. BOLTON, M.A., Head Master.

ENGINEERING SCHOLARSHIPS

FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE.—Examinations for SCHOLARSHIPS tenable in College and Manufacturing Works are held annually in APRIL. For particulars apply to CHIEF CLERK, 66 Southampton Row, W.C. 1.

FARRINGTONS GIRLS' SCHOOL

EXAMINATION for Entrance Scholarship £80 per annum, Silver Jubilee Exhibition £25 per annum at Farringtons, March 29 to April 1, 1939.

Full particulars from HEAD MISTRESS, Farringtons, Chislehurst, Kent.

GIGGLESWICK SCHOOL

SIX Scholarships, maximum value £70, will be offered in June. Full details from the HEAD MASTER, Giggleswick School, Settle, Yorks.

GLENALMOND

ENTRANCE Scholarships, Exhibitions, and Bursaries, 1939. An examination, which may be taken at preparatory schools, will take place on March 13, 14 and 15 for open Scholarships and Exhibitions and Sons of Clergy Bursaries.

Age limit for Scholarships and Exhibitions: 14 on March 1, 1939. For Bursaries: 15 on September 20.—Apply to the WARDEN.

Continued on page 773

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" Numéro " employed, not without skill, a metre reminiscent of Anglo-Saxon poetry, alliteration and all. We seldom, however, admit exceptions to the rule that verse translations should imitate fairly closely the metre and verse-form of the original poem.

" W. L. B. H." sent in two versions but only one coupon, and " Urbanus " served up his rough copy, so to speak, leaving us alternatives to choose from in several places ; the choice, surely, should be his, not ours.

We have to thank " Onyx " for a note about the Latin competition and agree that *an apt felicity of expression* would be quite a good rendering of *curiosa felicitas*.

We have also received an interesting letter from a South American reader, Señor Julio Chichonís, of Casilla 700, Guayaquil, Ecuador, who has evolved a scheme for correspondence between English-speaking teachers and students and their " opposite numbers " in South America. We understand that he will be very pleased to send full details to any one who cares to write to him.

A prize of Two Guineas is offered for the best translation of the following passage from *La Catedral*, by Vicente Blasco Ibanez.

Gabriel, en sus paseos por la catedral, admiraba la verja del altar mayor, maravillosa obra de Villalpando, con sus follajes de oro viejo y sus barrotes negruzcos con manchas de estaño. Estas manchas hacían afirmar a los mendigos y guías del templo que la verja era de plata, sólo que los señores canónigos la habián pintado de negro para evitar que la robasen los soldados de Napoleón. Detrás de ella lucía el retablo del altar mayor su majestuosa fábrica de un dorado suave y viejo : todo un mundo de figuras representando, bajo calados doseletes, las diversas escenas del drama de la Pasión. Entre el retablo y la verja, el oro parecía chorrear resbalando por las blancas paredes, marcando con líneas deslumbrantes las junturas de los sillares. Bajo ojivas dentadas, estaban los sepulcros de los reyes más antiguos de Castilla y el del gran cardenal Mendoza.

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more than ONCE *during a given year, though the name of the competitor gaining a first prize will be published each month.*

All entries for this month's competition, which must be accompanied by the coupon printed on page 738, must reach the office by the first post on January 2, 1939, addressed " PRIZE EDITOR," The Journal of Education, *Ludgate Broadway, E.C. 4.*

Calendars.—Messrs. A. Brown & Sons, Ltd., have just issued a very attractive calendar for 1939 entitled " The Winifred Holtby Calendar." On the front cover appears a reproduction of a woodcut by Clare Leighton, and each month is illustrated by appropriate quotations, compiled by Mary Tyreman, from Winifred Holtby's *Letters to a Friend*. The price of the calendar is 2s. 6d. net. *The Friendship Calendar*, published by the Livingstone Press at 1s., contains illustrations depicting types and scenes from India, China, Africa and other places. Beneath each picture are printed a couple of quotations taken from the writings of some of the world's great thinkers.

FELIXSTOWE COLLEGE

Scholarship Examination will be held early in May. Six Scholarships, £60–£30 and several Exhibitions. Also one Music Scholarship awarded to a candidate of sufficient merit—preferably offering strings.—Entries by April 1. Age under 15 on June 1, 1939. For particulars apply to the Head Mistress.

The Right Way to Teach the Bible

A survey of recent books on the Bible

By REV. H. K. LUCE, M.A.,
Head Master of Durham School

SEE THIS PAPER FOR NOVEMBER, 1937

CLIFTON COLLEGE

Entrance Scholarships, 1939

The following Scholarships and Exhibitions will be awarded in 1939 :

(1) About ten Scholarships of the value of £100, £80, £60 and £40 a year.

(2) Exhibitions of £25 a year.

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Particulars from the SECRETARY and BURSAR.

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SUPPLEMENT TO
THE JOURNAL OF EDUCATION
No. 833 DECEMBER 1, 1938

THE
APPROACH TO LATIN

by
JAMES PATERSON, M.A.
Principal Teacher of Classics, The High School of Glasgow,
and
E. G. MACNAUGHTON, M.A.
Principal Teacher of Classics, Airdrie Academy.

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Reviews

Education and Democracy

1. **The Coming Victory of Democracy**
   By T. MANN. (2s. 6d. net. Secker & Warburg.)
2. **Bias and Education for Democracy**
   By M. STEWART. (1s. net. Oxford University Press.)

Thomas Mann, novelist and essayist, one of the foremost of German authors, who won the Nobel Prize for Literature in 1929, and most of whose works have been translated into English, went some years ago into what he describes, euphemistically it is to be feared, as voluntary exile, first in Switzerland, and later in America. His book entitled *The Coming Victory of Democracy* is the text of a lecture, in slightly abbreviated form, delivered by him on his coast-to-coast lecture tour of the U.S.A. from February to May, 1938. And a very remarkable lecture it is. Democracy he defines as that form of government which is inspired with the feeling of the dignity of man. If it be objected that such a definition savours of after-dinner oratory he replies that we cannot allow ourselves, because of scepticism even when well founded, to despise humanity—which is just what fascism does. Democracy he finds friendly to intellect, the arts, and the literature which he loves, whereas dictatorship, because of its belief in force, is obliged to be remote, foreign and hostile to intellectual pursuits. He sees the Germany of his youth " wrapped in the funereal silence of dictatorship," and since there all opposition is choked, he has sought elsewhere freedom to assert that the " Kultur " orations of which we know are " nothing but low and vulgar babble." War he regards as a cowardly escape from the problems of peace, seeking external adventure as a means of internal oppression. To him, life would evidently not be worth living, did he not believe in the coming victory of democracy. But victory will be long delayed unless democracy sets its house in order. At the end of the book, two letters are printed, one from the Dean of Bonn University intimating that Mann's name had been removed from its honorary doctors, the other being Mann's reply, full of dignity and pathos.

So much we have written of Mann's lecture, because we think it should be widely read by persons concerned with education. Our faith in democracy needs intellectual support, and such a clarification of ideas as education implies. Direct help to this end is given in Mr. M. Stewart's admirable little book, published under the auspices of the Association for Education in Citizenship. No honest teacher in this country, he points out, can remain neutral as between dictatorship and democracy. For let him once say " I will be impartial ; I will not train the children to think just what I think, but rather to think and decide for themselves," and he commits himself to the democratic view.

Members of the Order of Merit

1. **Sir Edward Elgar**
   By T. F. DUNHILL.
2. **Thomas Hardy**
   By W. R. RUTLAND.
3. **J. M. Barrie**
   By W. A. DARLINGTON.
4. **Jellicoe**
   By Capt. E. ALTHAM.

(' Order of Merit ' Series.) (5s. net each. Blackie.)

A series of biographies of members of the Order of Merit must certainly be adjudged a good idea. Each of the four volumes mentioned above has as frontispiece a portrait of its subject and contains other interesting—and valuable—illustrations. The lives are written in what may be called the pre-Lytton Strachey manner.

Mr. Dunhill has written a critical study of the works of Sir Edward Elgar as well as a concise review of the leading events and achievements of his career. After an interesting chapter on the state of the English musical world when Elgar made his entrance, we have some account of his early life, but the heart of the book is made up of analyses of the composer's works, appreciative and critical, and the emphasis is on the music rather than on the individual until the last pages where some interesting personal reminiscences are accorded to us. Mr. Dunhill is a great admirer of his subject, but he has kept his critical faculty so alive that he has written a biography free from excessive praise and deserving of study, not only by those interested in Elgar, but also by all students of musical form and history.

Mr. Rutland's *Thomas Hardy* is a sound piece of work, most painstaking in his efforts to relate the novels to the time at which they were written. Although he tells us that he has not attempted literary criticism, no one will be surprised that some creeps in, nor that the views expressed are at times unacceptable, though none are unworthy of discussion if space permitted.

Mr. Darlington's book on Barrie is written from the point of view of the theatre, and claims to fill a gap on the Barrie bookshelf for this reason. As he follows chronological order, however, it is not until the sixth chapter that we arrive at Barrie's first play for the professional stage, but from that point Mr. Darlington's main interest is with Barrie the dramatist—and the interest is, as we are promised in the preface, that of the theatre man rather than that of the literary man. The author makes a boast of the fact that " whimsical " and " elusive " do not appear among his epithets descriptive of Barrie's work. Yet we feel that though the words may be absent, they would have been very useful to him ; but he has " impish " and " magical."

Captain Altham is an uncompromising supporter of his subject. He gives us a long chapter (about a quarter of the book) entitled " The Genius of Jutland " in which the conclusion is reached that " Even his (Jellicoe's) genius could not have achieved greater success in the very limited time and light vouchsafed to him on the evening of the 31st May." The study of the battle, with its insistence on the course of events as Jellicoe was able to see and follow them *at the time*, merits the most careful consideration if a just conception of the tactics employed is to be obtained, and is made more valuable by several diagrams.

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Minor Notices

Art and Handicraft, and Biography

1. Scissor Crafts : a new Approach to Pattern and Picture Through Paper for Children of All Ages
2. Stencil Crafts : Scissors and Stencil Brush in a new Approach to Stencilled Patterns and Pictures for Children of all Ages

By O. J. TONKS. (4s. 6d. net each. Warne.)

In *Scissor Crafts* and *Stencil Crafts*, O. J. Tonks presents two works which should find favour with the teacher who desires to be well in the forefront of modern methods in his approach to design and decorative work with young children. The works are well written and equally well illustrated.

Poster Designing for Beginners

By A. B. ALLEN. (3s. 6d. net. Warne.)

Poster work has become such a prominent feature of modern life that attempts at designing posters have quite naturally crept into every scheme of art work in almost every type of school. To attempt this work without a very clear conception of the demands which successful poster designing make upon the designer, is only to court failure. The writer of this work meets the situation by discussing the question, " What is a Poster ? " at some length and with convincing argument. He then proceeds to give definite instruction on poster designing, in a very readable form ; dealing with materials and how to use them, suitable subjects to choose and finally technical hints. It is a useful little work.

Cromwell's Understudy : the Life and Times of General John Lambert and the Rise and Fall of the Protectorate

By Dr. W. H. DAWSON. (15s. Hodge.)

It is strange that so important a man as General John Lambert should have had to wait two-and-a-half centuries for a full-length biography. The explanation probably lies in the fact that during the period of conflict that followed the death of Cromwell, Lambert was so completely out-manoeuvred, defeated and discredited that he passed not only into exile but also into oblivion. He merited a better fate, and Dr. Dawson has rendered a valuable service to the cause of British history by writing this detailed, scholarly and fascinating sketch of his career. It is a real contribution to our knowledge of the period of the Protectorate.

The Man Who Made the Peace : the Story of Neville Chamberlain

By S. HODGSON. (2s. 6d. net. Christophers.)

This rapid sketch of Mr. Neville Chamberlain's career carries the story down to October, 1938. It ends with the query : " Is it peace ? " To that question it gives no answer.

Economics

The Middle Way : a Study of the Problem of Economic and Social Progress in a Free and Democratic Society

By H. MACMILLAN. (5s. net. Macmillan.)

Mr. Harold Macmillan's latest book is an important one that will arouse much discussion and perhaps controversy, but his sincerity of purpose and wide knowledge of his subject are abundantly evident. In a world of extremists the very title of the book should commend it to all moderate men, though it will suit neither the socialist nor the individualist if they are unwilling to compromise. The latter, however, will have to concede more than the former. The author gives an impressive account of the extent to which our economic system is already " planned," and explains convincingly that the choice to-day lies not between socialism and pure individualism, for the latter has ceased to exist, but between piecemeal planning and a deliberately co-ordinated system which shall combine the efficiency of State regulation with the freedom of individual enterprise. The primary object should be to establish a minimum standard of income, nutrition and security—" to put a bottom to consumers' demand "—without destroying the fundamental necessity, freedom. Of the concrete proposals, which cannot be detailed here, the most interesting is for the public utility distribution of certain essential foods, such as milk, bread, potatoes and sugar. The book is marked throughout by a genuine and constructive desire to find a solution of the problem of poverty while retaining true democratic freedom—*medio tutissimus ibis*—and should undoubtedly be studied by all who are concerned with this problem. A word of praise should also be given to the publishers for issuing it at such a remarkably low price, for it is a book of nearly four hundred pages.

Elementary Economics.

By G. B. JATHAR and Prof. S. G. BERI. (3s. net. Oxford University Press.)

The Indian university students for whom this book is written are most fortunate, for the authors have produced an extremely competent and useful first-year text-book. Although its Indian viewpoint makes it unsuitable for use by English pupils, their teachers would find it well worth studying and using as a basis for teaching.

Modern Economic Organisation and Problems : a Study of Economic Method and of Contemporary Economic Structure and Problems

By Dr. E. W. SHANAHAN. (4s. Longmans.)

This is an enlargement of the second part of *The Industrial Revolution and the Economic World of To-day*, noticed here in November, 1932. Six of the original chapters remain unaltered, the last one—Current Economic and Social Questions—has been expanded into two, and four chapters have been added, dealing with the scope, aims and methods of economics, with population, and with the gold standard.

Outlines of Economics

By Prof. R. T. ELY and Prof. R. H. HESS. Sixth edition. (Social Science Text-Books.) (15s. net. New York : Macmillan.)

It is impossible here to do more than call attention to this new, and rewritten, edition of a standard American text-book, for despite its name it runs to over 1,000 pages. Although large parts of it are of purely American interest, English readers will find very useful the more general chapters, and particularly the last two, on the reconstruction of the social order and the development of economic thought.

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Education

Philanthropic Foundations and Higher Education

By Dr. E. V. HOLLIS. (17s. 6d. net. New York: Columbia University Press; London: Oxford University Press.)

This is the first comprehensive study of the aid given to higher education by American philanthropic foundations. Of these, the best known in this country are those associated with the names of Rockefeller and Carnegie. Although there are many others, these two "philanthropies" contributed in 1934 over 75 per cent of the foundation grants to higher education. In Part I of his book, Dr. Hollis considers the origin, development, policies and organization of foundations as social institutions; on this basis he proceeds in Part II to the many-sided activities of the foundations and their influence on educational development. These activities include the dissemination of information, scholarships, fellowships and student loans, as well as aid to various branches of professional and non-professional education. For research, studies and support of professional organizations, the profession of teaching is greatly indebted to the foundations.

The Educational and Cultural System of the Czechoslovak Republic

By Dr. R. STRÁNSKÝ. (Prague: Vladimír Žikeš.)

Dr. Stránský's book, written before the cession of territories to Germany, Poland and Hungary, presents in detail the great progress in the provision of education made since the War by the Czechoslovak Republic. Due regard is paid to historical development, to the system of culture with its roots in the past, to the territories and linguistic diversities of the population, to religious differences. The national policy in education was to raise the standard in backward areas, to maintain and improve it in the more advanced areas, to respect the language and culture of minorities by its concessions, and to preserve by a spirit of toleration the unity of the State. How much was achieved is impressed on the mind of the reader, not by controversial argument, but by facts and figures which speak for themselves. Czechoslovakia had a system of education of which any country might be proud. It is too soon to estimate the effects of recent events on this system as a whole, but some light is thrown on this by the statistical tables given by Dr. Stránský. The interest of his book is increased by the numerous photographs reproduced at the end.

1. VIIe Conférence Internationale de l'Instruction Publique, Genève, 1938: L'Enseignement des Langues Anciennes.

2. Annuaire International de l'Éducation et de l'Enseignement, 1938

(Publications du Bureau International d'Éducation, Nos. 60 and 62.) (No. 60, 5 francs suisses. No. 62, 12 francs suisses. Geneva: Bureau International d'Éducation.)

(1) In view of the controversies about the place of Latin and Greek in public systems of education, this volume, which contains data about the position, aims, programmes and methods of classical instruction in forty-five countries, should be of great interest. On the whole, it would appear that Latin at least has a security of tenure which is not likely to be disturbed for many years to come. (2) The *Annuaire International de l'Éducation* has now established itself as an authoritative source of information about innovations made in education at home and abroad. The present volume covers the school year 1936–7. In a study of the official returns made by sixty countries, M. Rossello directs attention to the absence for the first time for several years of new financial restrictions, to the increasing wave of reform, to measures of co-ordination in administration and teaching, to the continued spread of "active" methods in primary education, to preoccupation with the question of the training of teachers, and to an intensified interest in physical education and health, due in part to anxieties about national defence.

1. Mill Hill

By N. G. BRETT-JAMES.

2. Westminster

By J. D. CARLETON. (English Public Schools.) (5s. net. each. Blackie.)

These are two volumes of Messrs. Blackie's series on the public schools of this country. Mill Hill, though it cannot compare in point of antiquity with other foundations, having only 130 years to its credit, has distinctive characteristics which make its story interesting to others besides Millhillians themselves. This is not an official history, but an attempt to describe those features which constitute Mill Hill's claims to individuality as a school. Westminster is, of course, a very different case, for we get our first glimpse of it as a school in the middle of the fourteenth century. Naturally, its history has been fully written, and Mr. Carleton only claims to have provided a sketch, which, however, proves useful and interesting. Both books are very well illustrated.

1. Play in the Infants' School: an Account of an Educational Experiment at the Raleigh Infants' School, Stepney, London, E. 1, January, 1933-April, 1936

By E. R. BOYCE. (Contributions to Modern Education.) (5s. net. Methuen.)

2. The Pathway Plan: Individual Methods in the Infant Room

By ISABELLA M. RUXTON. (4s. 6d. net. University of London Press.)

These two books illustrate excellently the two different trends which are at present to be seen in English infant schools: (1) the emphasis on the equipment of the child for the Junior School; (2) the emphasis on child nature. The latter is Miss Boyce's concern, as readers of her previous work *A Store Project*, will expect. In her present book she criticizes her earlier experiments as being too highly organized and also disturbed by over-anxiety about results. When she was in charge of the Raleigh Infants' School she gave far more freedom, allowing the children long periods each day for undirected play with constructive material and toys. The methods used and the results obtained are described in detail in her book. Miss Ruxton's aim is more conservative, namely, the equipment of each child with a definite minimum of the three R's; and realizing as she does the individual differences in children's ability, she has mapped out a "pathway" to the goal which each child should tread at his own pace. Her methods owe much to Dr. Montessori, and have been tried out in several schools in Edinburgh. Enough detail is given for any teacher to follow the "Pathway" or adapt it to differing conditions. Both these books contain much to stimulate further experiment.

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English

After the Victorians

By AMY CRUSE. (10s. 6d. net. Allen & Unwin.)

This book is a sequel to the same writer's *The Victorians and their Books*, published three years ago, and favourably noticed in our columns at the time. In *After the Victorians* the author carries on her story from 1887 to the outbreak of the Great War. It should be remembered that her aim is not to write a history of English literature, but rather a history of English readers—of what people actually did read, whether good, bad or indifferent. One noteworthy difference between this volume and the previous one, is that we here reach the time when the spread of popular education enabled nearly everybody to read, with important consequences to daily journalism and to the spread of the cheap series. The author's main object is preserved in the new book, with the result that writers of the calibre of Marie Corelli, Ella Wheeler Wilcox and Sarah Grand have considerable space devoted to them. Some of her pages evoke melancholy reflections. What a stir was made about *Robert Elsmere*, but who now troubles to read it? Was not Stephen Phillips compared with Sophocles and Shakespeare, and hailed as being in the true tradition of the immortals? Where is his halo now? On the other hand, there is no mistaking the position of the true immortals. The author quotes John Bailey's reply to the young critics who say Browning is dead. "They'll be dead first," he said, "if ever they come alive." In writing *After the Victorians*, as in writing *The Victorians and their Books*, the author has struck out a line of her own, and has accomplished her task exceedingly well.

Let's Talk English : Everyday Conversations for the Use of Foreigners

By CONSTANCE RIPMAN. With Phonetic Transcription by W. RIPMAN. (2s. Dent.)

Here is a day in the life of an English family—their doings and conversation among themselves and their friends, from breakfast time to the end of the day. Foreign students will find this very useful.

Scrap : The Terrier Dog

By J. I. LLOYD. (5s. net. Murray.)

Scrap had to make good his footing in the poacher's household with Samson, the lurcher, but, though only eight weeks old, he stood up to the bigger dog and they became friends at once. Here he had a happy home till one night he ran away and then his adventures began. He changes owners frequently, travels with a circus, has a savage fight with a big dog, and an encounter with an infuriated bull, getting back finally to his old home. There is character in the figures, human and animal, in the illustrations. It is a minor blemish in a capital story, filled with touches of sly humour, that the punctuation is not everywhere above reproach.

King of the Tinkers

By PATRICIA LYNCH. (6s. net. Dent.)

Here is that rarity—a truly satisfying modern fairy-tale, the magic every whit as credible as the common happenings of daily life. Beautifully written and beautifully illustrated, it is a book to be commended without reservation, full of swift movement—the helter-skelter race of the tinkers to the Secret Valley; the resistance and the kicking as they are forcibly blown out of it by the breath of the determined Old Men; the jostling, bustling crowds on their way to the fair with Miheal, the Old Woman, Nora and the Changeling Baby in the push-cart Nora had made for it. We follow with them breathless and convinced.

Monkey Village : Stories of India for 7-9-Year-Olds

By MARGARET MONAHAN and MARY ENTWISTLE. (Children Overseas No. 2.) (1s. Edinburgh House Press.)

Sally, daughter of an English missionary, the only white child in the village, went to school with the native children and shared in all their play. She and her little friends go to the bazaar and bargain for a sari for one of them; they all make clay lamps for the Festival of Lights; and they visit a fair in a bullock-bandy.

Raise the Drawbridge : Stories and Legends of Welsh Castles

By BERYL M. JONES. (2s. 6d. Cardiff: Western Mail and Echo.)

The most original story is that of Dynevor, where, by means of a clever ruse, a priest managed, without bloodshed, to save the castle for his imprisoned lord from the Breton knight on whom the King of England had unlawfully bestowed it. It was a happy afterthought to add to each chapter small sketches of the costumes worn at the period.

Peter Simple

By Capt. MARRYAT. (Herbert Strang's Library.) (Cloth Boards, 1s. 3d. Limp Cloth, 1s. Oxford University Press.)

This cheap reprint of the famous old yarn, though considerably abridged, reads as smoothly as the original.

Adventurers All

Edited by Dr. A. G. HUGHES and E. W. PARKER. (Heritage of Books, Second Series, Book 1.) (2s. 6d. Longmans.)

Performance exceeds promise in this case, for, though the exterior is dull, if serviceable, inside is a choice selection of readings from very varied sources, including authors as recent as Kenneth Grahame, David Garnett and J. W. N. Sullivan.

1. Paradise Lost, Books 1 and 2, and Lycidas

By JOHN MILTON.

2. Leaders and Pages

Edited by A. R. MOON and G. H. MCKAY. (Heritage of Literature Series.) (2s. 3d. each. Longmans.)

Two interesting and valuable additions to an excellent series. The introduction and notes to the Milton are good. *Leaders and Pages*—composed of newspaper articles—is surprising in its range of subjects and of writers.

1. Junior English Extracts and Exercises : for Comparative Study and Training in Composition

By F. H. PRITCHARD. New Edition. (2s. 6d. Harrap.)

2. A Middle School English Course

By Dr. F. T. WOOD. (2s. 6d. Macmillan.)

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By J. L. HARDIE. Book 2: The Forms of Composition; Narrative and Description. (2s. Harrap.)

4. Meaning and Style : a Selection of Extracts from Writers of the Fourteenth Century to the Present Day, for the Study of English Prose in Upper Forms

By A. F. SCOTT. (2s. 6d. Macmillan.)

Mr. Pritchard's *Extracts and Exercises* is suitable for third forms. Each extract forms the basis of a week's work in English, the exercises including Use of Words, Construction

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of Sentences and Paragraphs, Spelling and Punctuation, Choice of Words and Composition. With Dr. Wood we reach the fourth form and are provided with exercises in grammar, vocabulary and style. *The Craft of Composition* teaches by analysis of the structure of examples ; a carefully constructed book which a number of middle school teachers would find useful. Mr. Scott's *Meaning and Style* is for older pupils. After an interesting sketch of the development of English prose, he gives a series of extracts, each followed by questions on meaning and style, the answers to be discovered by the joint effort of teacher and class. A good book and of a kind which might well be more used in modern sixths.

1. The Silver Torch Series

No. 7 : Nursery Rhyme Stories. By LAVINIA DERWENT. No. 8 : Uncle Tom's Cabin. By HARRIET B. STOWE. Retold by H. BELLIS. No. 9 : Animal Stories. By T. H. GILLESPIE. No. 10 : Twelve Plays for Juniors. By EDITH E. MILLARD. No. 11 : Modern Tales for Juniors. Selected by LAVINIA DERWENT. No. 12 : John Trusty. By S. G. H. BEAMAN. (10d. each. Collins.)

2. (*a*) The Very Little Dragon and Other Stories
(*b*) The Witch's Broom and other Stories

By MARGARET BAKER. (Herbert Strang's Readers.) (Cloth boards, 1s. 2d. Limp cloth, 1s. Oxford University Press.)

3. Lector Readings

Series 3. Edited by E. LUCIA TURNBULL. (1s. 6d. Nelson.)

4. Kingsway Readers

Introductory Books 1 and 2 for Infants. (4½d. each.) Books 1 and 2 for Infants. Supplementary Books 1 and 2 for Infants. (7d. each.) Revised edition. (Evans.)

(1) Among these remarkably cheap little cloth-bound volumes, each of nearly one hundred pages, and three with illustrations, *John Trusty* is the most amusing ; *Animal Stories*, by the Director of the Scottish Zoological Park, the most instructive. Molly Brett's little pictures add spice to *Nursery Rhyme Stories*. (2) Each contains eight or nine illustrated fairy tales, told in lively and witty fashion, culminating in the most whimsical, "The Why of the Weather." (3) These myths and legends are arranged for dramatic reading in class, the Lector furnishing the necessary links and explanations. (4) This is a revised edition with new illustrations.

Self-Help Exercises for Practice in English

By F. G. FRENCH. Books 1 to 3. (8d. each. Oxford University Press.)

The writer, who claims that he has had more than his fair share of the depressing, though necessary toil of correcting English exercises, mostly in bi-lingual schools, has laid other teachers under an obligation by the compiling of these graded, tested and very easily marked exercises, under the headings : Spelling, Meanings of Words, Uses of Words, Word-building, Sentence-building, Model Sentences.

Poetry and Drama

School Drama : its Practice and Theory

Edited by G. BOAS and H. HAYDEN. (7s. 6d. net. Methuen.)

All those who believe in the educational value of the drama will enjoy this book. It is full of suggestions of what might be done—given conditions more favourable than exist in most schools to-day. There are fourteen chapters, contributed by thirteen different writers, each of whom writes with experience and authority on some particular aspect of this work. The first four chapters deal with class-room work, particularly with quite young children. The remaining ten chapters form a section under the title "Staging the School Play." They give valuable practical advice on such topics as Production and Rehearsals, The School Stage, Settings and Stage Effects, Lighting, Costume and Make-up, The Elements of Speech, Music in the School Play. It is certainly a book that should be in the hands of all who are interested in the production of school plays.

An English Play-Book for Young Actors

By T. HOLLAND, with a Contribution by M. SKINNER. (Bell's English Language and Literature Series.) (2s. Bell.)

A collection of five short plays eminently suitable for class-room use. Settings such as The Third Crusade, The Peasants' Revolt, Justice in the days of Edward III, give the plays an historical interest. The rapid action, sense of humour, lively dialogue and the large casts provide young actors—particularly boys—with some very good material.

Exits and Entrances : Plays for Reading and Acting

By W. B. WHITE. Second Series. (2s. University of London Press.)

Of these five well-contrived plays, three are taken from *Lorna Doone*, *The Tale of Two Cities* and *Quentin Durward* respectively ; one is a sketch of the Brontës at home ; and one is concerned with "Bonnie Prince Charlie." It is regrettable that the nickname, Le Balafré on p. 91, is thereafter consistently misprinted.

An Introduction to Drama

By G. J. N. WHITFIELD. (2s. 6d. Oxford University Press.)

This is a first class book. It consists of short chapters on drama of different kinds, each followed by illustrations and by a list of points for discussion. The illustrations are longer than the chapters which aim at showing the relation between the theatre and the life of the time. No short book (and very few long ones) better show the importance of drama, or give more aid in its intelligent study. Starting with Sophocles, we finish with Shaw and have not disdained to sample "The Murder in the Red Barn" on our journey, because it represented something new in the theatre.

Poetry and the Ordinary Reader

By M. R. RIDLEY. New Edition. (3s. 6d. net. Dent.)

This book gives in a revised form the subject-matter of a series of broadcast talks. The sections on Similes and on the Study of Contemporary Poetry have been expanded. Those who do not appreciate poetry and would like to do so, and those who do appreciate it and would like to appreciate it more would gain by reading this book.

Science Masters' Association. — The Thirty-ninth Annual Meeting of the Science Masters' Association will be held at Cambridge from January 3 to 6. On the first day, the President, Prof. James Gray, will give his address on "The Role of Science in Education," and on the last day there will be a discussion on "Films in the Science Classroom," opened by Mr. H. E. Dance. Seven lectures on scientific subjects will be delivered and there is an attractive series of visits.

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Geography

Physical Geography for Indian Students : being a completely revised and enlarged edition of Simmons' and Stenhouse's *Class-Book of Physical Geography*

By Dr. C. S. Fox. (7s. 6d. Macmillan.)

In the new syllabus for the First Year Arts Examination of Bombay University it was suggested that the standard and manner of treatment of physical geography should be as in the *Class Book of Physical Geography* " of Simmons and Stenhouse. This book has been adapted to the requirements of Indian schools and colleges, and it would be difficult to overpraise the manner in which Dr. Cyril Fox has carried out the work of revision. The Directors of the Government Survey, the Geological Survey and the Zoological Survey of India have given valuable assistance in the production of what must be regarded as a standard work on the physical geography of India. Nevertheless the excellent qualities of the original volume have been retained, and the book is quite suitable for sixth form work in this country, especially in classes which are making a detailed study of Monsoon Asia.

A Modern Geography

By Dr. S. E. Thomas. Vol. 2 : Economic and Regional Geography. Third Edition. (9s. 6d. net. St. Albans : The Donnington Press ; London : Gregg Publishing Co.)

That this is the third enlarged and revised edition of a book first published in 1932 is evidence of its popularity. Although designed to meet the needs of students preparing for professional examinations it contains much that may be used by students preparing for School Certificate and Civil Service examinations. The statistics have been revised to 1936.

A Preparatory School Map Work-Book : The British Empire

By J. M. Feist. (1s. 6d. Murray.)

These map exercises are intended as a revision course for the last year of preparatory schools and have been designed to cover the requirements of the common entrance scholarships to public schools and the naval examinations. They cover the essentials of empire geography in a series of well-chosen questions and contain useful problems of elementary map-reading. The book is also suitable for revision work in the final year of central schools.

Fundamental Mapwork : The World and the Americas

By J. W. Crump. (10d. Philip.)

This contains a graded series of outline maps with exercises of the standard of junior local examinations.

The Holy Land

By E. M. Sanders. Book 2 : Background and Customs. (Cloth boards, 2s. 9d. ; Manilla, 2s. 3d. Philip.)

Dr. Sanders's second book on the Holy Land maintains the standard of excellence set by the first. It may be commended for the use of all who are concerned with Bible teaching whether adults or juveniles.

The Mediterranean Lands : an Introductory Study in Human and Historical Geography

By Dr. M. I. Newbigin. New edition. (5s. 6d. Christophers.)

In fourteen years this classical description of the elementary geography of the Mediterranean region has been reprinted five times. Pictures have been added but few alterations have had to be made in the text.

Principles of General Geography

By Prof. D. B. H. L. Kaji. (3.8 rupees. Bombay, Calcutta and Madras : Oxford University Press.)

Although written mainly for the use of Indian students this is an extremely useful book for the English reader, for in addition to a description of physical geography and the major climatic regions it includes a carefully worded survey fo cultural geography, and deals with modern problems of sociological and international importance.

A General Geography for Schools

By W. S. Batho. (3s. 6d. Harrap.)

In this book the subject-matter is arranged in a logical sequence, beginning with the earth as a planet, followed by physical geography, major climatic regions, commodities, tides, fisheries, sea routes and human settlements. The book contains many interesting diagrams, maps and pictures. Revision questions given at the end of each chapter make this book suitable for use in commercial and technical institutes.

World Geography

By E. O. Robinson. (5s. Macmillan.)

This book contains the essentials of secondary school geography up to the stage of the School Certificate examination. Throughout, essential facts are stated in a way which simplifies the process of preparing for examinations. Nevertheless, other matters, not essential to examination work but necessary to the development of balanced views, are not ignored and a bibliography is included for the guidance of more advanced students. The maps and diagrams throughout are excellent.

1. From Footpath to Bullock Track : Exploration and Settlement in Early Australia

By Kathleen Monypenny.

2. Traders and Trappers : the Story of Canada

By M. C. Borer.

(Colonial Adventure and Achievement.) (1s. 10d. each. Pitman.)

These stories describe the struggles of the early colonists in Australia and Canada. The language used is simple and the details given make it easy for the reader to understand the dangers and difficulties of pioneer settlement. In each case the early history of European development is discussed and photographs and sketches are used as illustrations. Both books are suitable for inclusion in school libraries. (1) describes the discovery and founding of Port Phillip and the early inland migrations of the convicts, soldiers and farmers who founded New South Wales and Victoria. The story of John MacArthur's efforts to improve the quality of Australian wool and the description of the every day life of a Victorian community a hundred years ago contain useful material. (2) The story of Canada begins with a general description of the outstanding features of its geography and early inhabitants. The history of early French colonization is given in outline and there are full descriptions of the struggles with the Indians and the British during the eighteenth century.

Man the World Over

By C. C. Carter and H. C. Brentnall. Book 2. (3s. Oxford : Blackwell.)

This beautifully illustrated book completes the preliminary survey of the world, and fully maintains the high standard of the first volume. The maps, though simple, are unusually effective.

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History

This Modern Age : an Introduction to the Understanding of our Own Times

By F. C. HAPPOLD. (4s. Christophers.)

About two years ago we directed attention to Mr. Happold's *Citizens in the Making*, a book which we described as a most stimulating and helpful discussion of secondary education. In taking up this new book we, therefore, entertained high expectations, and we are not disappointed. He has set himself the difficult task of enabling his readers to understand better what is happening in our time, and of providing that basic knowledge of recent events, and of their historical origins, which is necessary for such understanding. He writes for the ordinary intelligent citizen, and also for those "citizens in the making," the boys and girls in the schools of Great Britain. We repeat, because the point is of fundamental importance for the appreciation of his book, that his aim from first to last is to help his readers to *understand*. Take, for example, the burning question of that philosophy of the State which is held in totalitarian countries at the present time. In his effort to explain, and to explain sympathetically, why that kind of doctrine prevails in certain countries, he takes the risk of seeming not to place sufficient emphasis upon those elements which may be entirely alien to our own habits of thought. He does so in the belief that "in the interests of international harmony, understanding is more desirable than criticism." In other words, Mr. Happold realizes that somehow we have got to try to live with people with whom we utterly disagree, and he never forgets that he writes as an educator. The book covers a wide field, social, economic, political and scientific, from which field we have selected only one example by way of illustration. We hope that the book will be widely read, and in particular that it will reach the older boys and girls still at school.

The Unitarian Contribution to Social Progress in England

By R. V. HOLT. (10s. 6d. net. Allen & Unwin.)

The learned tutor and librarian of Manchester College, Oxford, has produced a volume of remarkable interest. The Unitarian community in England has always been small. It has consisted and still consists of a select company of intellectual wayfarers pausing for a brief period of repose at the half-way house between Orthodoxy and Agnosticism. It has at all times included men of fine character and high attainments who have rendered signal service to the causes of mental and spiritual freedom. Mr. Holt here provides an admirable summary of their achievements.

Foreign Affairs, 1919-1937

By E. L. HASLUCK. (8s. 6d. Cambridge University Press.)

Mr. Hasluck has produced a useful and well-informed book of reference. It is, however, arranged on a defective plan, for it discusses each State (Britain excepted) separately. Hence it conveys no conception of the general movement of events in the world during the critical eighteen years that it covers. It is not a book to be read, but an encyclopaedia to be consulted. As such, it is distinctly serviceable.

Japan : the Hungry Guest

By Prof. G. C. ALLEN. (10s. 6d. net. Allen & Unwin.)

This is an exceedingly well-balanced and authoritative book upon Japan. Prof. Allen taught for three years in a Japanese College and he has recently visited Japan once more. He is torn between a love of the country and affection for its fascinating people, and stern disapproval of the aggressive policy of the military clique at present in power—although even of their deplorable adventures he tries to give a rational explanation. The book is extremely timely, for it deals with movements and events that cannot fail permanently to affect Britain's position in the Far East.

The Homeland Histories

By W. J. CLAXTON. Book 1 : Our Homeland in the Dark Ages. (1s. 9d.) Book 2 : Saxon and Norman Days. (2s.) Book 3 : The Middle Ages. (2s. 3d.) Book 4 : Tudor and Stuart Periods. (2s. 6d.) Book 5 : The Agrarian Revolution. (2s. 9d.) Book 6 : The Age of Science. (3s.) (Gardner, Darton.)

A series of histories specially intended for rural schools, hence unusually full of information respecting village life through the ages and agricultural topics.

The English Revolution, 1688-1689

By Prof. G. M. TREVELYAN. (5s. net. Butterworth.)

No one since Macaulay can write with more authority upon the "Glorious Revolution" of 1688–9 than Prof. G. M. Trevelyan. Moreover, no one has more fully inherited than he Macaulay's gift of vivid style. No better volume than this could have been found to inaugurate the new Library Edition of the excellent Home University Series.

The Economy of Britain : a History

By H. M. CROOME and R. HAMMOND. (6s. Christophers.)

A useful introduction to economic history for schools. Stress is laid upon modern times, more than half the volume being directed to the period of the Industrial Revolution and after. For this modern section Mrs. Croome is responsible, Mr. Hammond treating the earlier periods.

Haste, Post, Haste : Postmen and Post-roads through the Ages

By G. WALKER. (10s. 6d. net. Harrap.)

An interesting and splendidly-illustrated sketch of arrangements for the transmission of letters from ancient Babylonian times to the present day. Chief stress, of course, is laid upon the development of the British postal system.

English Radicalism, 1853–1886

By Dr. S. MACCOBY. (16s. net. Allen & Unwin.)

This erudite and illuminating volume is a worthy sequel to Dr. Maccoby's studies of English Radicalism during the twenty years, 1832–52. It carries the story forward to the date when Radicalism was wrecked on the rock of Home Rule. The value of the book consists largely in the light that it throws upon the forces that were at work behind the parliamentary façade of politics.

Finland

By J. H. JACKSON. (8s. 6d. net. Allen & Unwin.)

In Finland Mr. Hampden Jackson has found an almost unexplored field for his diligent pen. Although its history is generally regarded as a mere appendix to the histories of Sweden and Russia, it is well worth studying on its own account, and all the more so because Englishmen and Scotsmen have had not a little to do with the development of the country and its institutions. Mr. Jackson's very competent volume fills an obvious gap in English historical literature.

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Modern Languages

Gasc's Concise Dictionary of the French and English Languages

New edition, with an enlarged Supplement and revised Introduction, by J. MARKS. (6s. Bell.)

First published in 1901, this dictionary has gone through eight editions and many reprintings and may, therefore, be assumed to have established its merit. The present edition contains an enlarged supplement of about 10,000 entries of variants, new words and phrases. To facilitate reference, word lists of the entries in the supplement are given at the foot of corresponding pages in the main text. In this new edition also the lists of French irregular verbs and verb-constructions have been made more comprehensive, and a list of adjective-constructions has been included.

A Second Book of French Dialogues

By Dr. E. M. BUCKLE. (1s. 6d. University Tutorial Press.)

These conversation lessons are evidently composed by an experienced teacher. They would suit a third year form, and be a great help to teachers who find it difficult to invent conversational material on the spur of the moment. They are carefully graded and each of the eighteen conversations is followed by exercises which will fix vocabulary and grammar in the pupils' minds, and form an introduction to the bugbear of free composition. It is pleasant to note that Dr. Buckle is an advocate of the individual notebook.

Le parler de France : a French Course in Three Parts

By H. E. FALLA. Part 2. (2s. 3d. Oxford : Blackwell.)

A second year course with plenty of material for reading, conversation and composition. The illustrations about which compositions have to be written will be useful for the future army candidate.

En Avant !

By M. A. LEBONNOIS. Book 2 : Second Year. (3s. Arnold.)

Another second year course with good illustrations and a vocabulary based on Lee and Corbett's list. Whether the most used words are the most important has often been challenged by teachers. This book includes revision lessons and a summary of grammar and is evidently the work of a practical teacher.

French Vocabulary and Syntax : a Manual of Exercises in French for the Use of Fourth—and Fifth—Year Students

By G. H. ROCHAT. (2s. Macmillan.)

A useful revision book for fairly advanced scholars. It will help them with synonyms and tricky points of grammar especially where the usage of the two languages differs.

Les Vacances de Ginette

By Dr. G. MORISSET. (1s. 6d. Blackie.)

A pleasing reader for a second year form in girls' schools. Each of the sections of reading is followed by vocabulary, questions, exercises and explanations, all in French.

Horace

By P. CORNEILLE. Edited by W. G. MOORE. (2s. 6d. Oxford : Blackwell.)

Tartuffe

By MOLIÈRE. Edited by Prof. N. J. ABERCROMBIE. (1s. Blackie.)

These editions of well-known plays by distinguished scholars have excellent introductions and would serve a higher form to gain an insight into classical French drama.

Heute Abend : an Elementary German Course for Older Students

By MAGDA KELBER. (3s. 6d. Ginn.)

The essentials of grammar and the essentials of conversational vocabulary are combined in this well-produced manual. The reading matter begins on the first page and the grammar should be learnt by frequent repetition, every fifth chapter is devoted to revision. Songs and rhymed sentences to assist the memory are frequent. The older student will appreciate this humorous approach to learning.

Le Français par la Lecture : Premier Livre de Lecture à l'Usage des Cours d'Adultes

By MARIE LIPS. (1s. 9d. Arnold.)

A useful book for students beginning French at a later age. The subject-matter is not childish and throws light on French life and habits. Each section is followed by questions, vocabulary and subjects for short essays.

1. Les Laval dans les Alpes

By A. LARIVE.

2. L'Oncle Maurice

By H. FIENNES.

3. Le Jeune Pierre

By P. GERMAIN.

4. Le Manoir de Kermarec

By A. ROBERT.

(Supplementary French Readers.) (6d. each. Nelson.)

We have noticed this series already. All the readers are well produced in clear type with illustrations and vocabularies, at a very moderate price. The present group would suit a third or fourth-year form.

Le Trésor des de Bracieux : la cinquième des Aventures de M. Hippolyte Poret

By H. N. ADAIR and A. DEGRÈVE. (Basic French Texts.) (Cloth, 1s. Paper, 10d. Christophers.)

By " basic " the authors mean the power of keeping in a fluid state the essential knowledge acquired in the first and second years. All teachers realize how soon this is forgotten, and these readers are compiled to give reading material that will diminish this loss. This is the fifth of a series primarily meant for third-year pupils, but which could also be used as rapid readers for older forms. Much of the matter is in dialogue which will be an aid to conversation. They seem to supply a long-felt want.

Set of 14 Colson Bilder

(2s. Harrap.)

Les Tableaux Colson : Lectures et Vocabulaires

By N. H. GARRETT. (1s. 6d. Harrap.)

This book is intended to improve a student's vocabulary. On one page is a picture and the words that describe it. On the opposite page is a description of the picture in French. All examiners know that deficiencies of vocabulary and elementary grammar account for most of the failures at the School Certificate. A picture is always a help in remembering a word. The pictures can also be obtained in post card form with the vocabulary on the back.

Alwin Klein seift alle ein

By O. B. WENDLER. Adapted and Edited for Schools by GRETCHEN MÜLLER and E. EMSON. (Limp, 2s. 3d. Boards, 2s. 6d. Oliver & Boyd.)

A useful reader for third-year pupils. The text lends itself to dramatization and is accompanied by illustrations, questionnaires in German, retranslation passages and a very full vocabulary.

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Books Received

ART AND HANDICRAFT

A Key to Modern Painting
By C. MARRIOTT. (5s. net. Blackie.)

A Chart of the Arts, 1921–1938
Compiled by H. BEDFORD. (Rolled, 5s. net. Mounted and Folded, 10s. 6d. net. Kegan Paul.)

BIOGRAPHY

"Birdie" Bowers of the Antarctic
By G. SEAVER. (10s. 6d. net. Murray.)

1. J. M. Barrie
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2. Jellicoe
By Capt. E. ALTHAM.

3. Lord Kelvin
By A. RUSSELL.
("Order of Merit" Series.) (5s. net each. Blackie.)

Mrs. Henry Sidgwick: a Memoir by her Niece
By ETHEL SIDGWICK. (12s. 6d. net. Sidgwick & Jackson.)

The Man who made the Peace: the Story of Neville Chamberlain
By S. HODGSON. (2s. 6d. net. Christophers.)

CLASSICS

Horace
By P. CORNEILLE. Edited by W. G. MOORE. (2s. 6d. Oxford: Blackwell.)

Roma: a Reader for the Second Stage of Latin
By C. E. ROBINSON and P. G. HUNTER. (2s. 6d. Cambridge University Press.)

Latin for School Certificate
By R. E. BURNS and A. E. BURNS. (2s. 6d. Macmillan.)

The Approach to Latin
By J. PATERSON and E. G. MACNAUGHTON. First Year. (4s. Oliver & Boyd.)

ECONOMICS

An Outline of the Science of Political Economy
By N. W. SENIOR. With Appendices. (Library of Economics.) New Edition. (7s. 6d. net. Allen & Unwin.)

Bio-Economics
By J. YAHUDA. (7s. 6d. net. Pitman.)

Capital, Confidence and the Community
By Sir HAROLD BELLMAN. (3s. 6d. net. Cambridge: Heffer.)

EDUCATION

Creative Teaching: Industrial Arts and Vocational Education
By Dr. F. T. STRUCK. (17s. 6d. net. New York: Wiley; London: Chapman & Hall.)

An Approach to a Philosophy of Education
By Dr. T. H. EATON. (Books on Education.) (12s. 6d. net. New York: Wiley; London: Chapman & Hall.)

School Transportation
By Prof. A. C. LAMBERT. (14s. net. Stanford University: Stanford University Press; London: Oxford University Press.)

Objectives and Problems of Vocational Education
Edited by Prof. E. A. LEE. Second Edition. (21s. McGraw-Hill Publishing Co.)

Degrees by Degrees: the Story of the Admission of Oxford Women Students to Membership of the University
By ANNIE M. A. H. ROGERS. (7s. 6d. net. Oxford University Press.)

1. The Relative Merits of Three Methods of Subtraction: an Experimental Comparison of the Decomposition Method of Subtraction with the Equal Additions Method and the Austrian Method
By Dr. J. T. JOHNSON.

2. A Study of those who Influence and of those who are Influenced in Discussion
By Dr. RAY H. SIMPSON.

3. Manuscript Writing and Spelling Achievement: with special reference to the Second and Third Grades
By Dr. J. W. VARTY.

4. Mechanical Ability of Deaf Children
By Dr. MILDRED B. STANTON.

5. An Inquiry into the Genesis of Poor Reading
By Dr. C. C. BENNETT.
(Contributions to Education, Nos. 738, 748, 749, 751 and 753.) ($1.60 each. New York: Bureau of Publications, Teachers College, Columbia University.)

1. VIIe Conférence Internationale de l'Instruction Publique, Genève, 1938: L'Enseignement des Langues Anciennes.

2. Annuaire International de l'Education et de l'Enseignement, 1938
(Publications du Bureau International d'Education. Nos. 60 and 62.) (No. 60, 5 francs suisses. No. 62, 12 francs suisses. Geneva: Bureau International d'Education.)

A Plea for a Plan: the Two Types of Education
By the Very Rev. Dr. C. ALINGTON. (5s. net. Longmans.)

Bias and Education for Democracy
By M. STEWART. (1s. net. Oxford University Press.)

America and Our Schools
By J. H. WHITEHOUSE. (2s. net. Oxford University Press.)

Redirecting Teacher Education
By G. WATSON, D. P. COTTRELL, ESTHER M. LLOYD-JONES. ($1.35. New York: Bureau of Publications, Teachers College, Columbia University.)

Poetry References in the Junior High School
By Dr. LUCY KANGLEY. (Contributions to Education, No. 758.) ($1.60. New York: Bureau of Publications, Teachers College, Columbia University.)

ENGLISH, POETRY AND DRAMA

Kingsway Readers
Introductory Books 1 and 2 for Infants. (4½d. each.) Books 1 and 2 for Infants. Supplementary Books 1 and 2 for Infants. (7d. each.) Revised edition. (Evans.)

1. Who Rides in the Dark?
By S. W. MEADER.

2. Tale of the Four Tribes
By H. BEST.

3. In the Land of the Mogul: a Story of the East India Company's First Adventure in India
By G. TREASE.
(Tales of Two Worlds.) (2s. 3d. each. Oxford: Blackwell.)

Spoken English for Foreign Students
By H. BROWN. (3s. 6d. Pitman.)

Macmillan's Modern Dictionary
Compiled and Edited under the Supervision of B. OVERTON. (12s. 6d. net. New York: Macmillan.)

Self-Help Exercises for Practice in English
By F. G. FRENCH. Books 1–3. (8d. each. Oxford University Press.)

The Silver Torch Series
No. 7: Nursery Rhyme Stories. By LAVINIA DERWENT. No. 8: Uncle Tom's Cabin. By HARRIET B. STOWE. Retold by H. BELLIS. No. 9: Animal Stories. By T. H. GILLESPIE. No. 10: Twelve Plays for Juniors. By EDITH E. MILLARD. No. 11: Modern Tales for Juniors. Selected by LAVINIA DERWENT. No. 12: John Trusty. By S. G. H. BEAMAN. (10d. each. Collins.)

The Hound of the Baskervilles
By Sir ARTHUR CONAN DOYLE. Abridged and Edited by B. M. CHESTER. (Stories Retold.) (1s. 6d. Oxford University Press.)

A Middle School English Course
By Dr. F. T. WOOD. (2s. 6d. Macmillan.)

English Composition for Foreign Students
By R. R. CAMPBELL. (3s. Longmans.)

On the Art of Thackeray
By H. N. WETHERED. (12s. 6d. net. Longmans.)

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   Selected and Edited by J. E. MASON.
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   By H. MELVILLE. Abridged and Edited by J. E. MASON. (Self-Study English Series.) (1s. 2d. each. Oliver & Boyd.)

Wide Horizons
Edited by Dr. A. G. HUGHES and E. W. PARKER. (The Heritage of Books, Second Series, Book 3.) (With Exercises, 2s. 6d. Without Exercises, 2s. 4d. Longmans.)

1. **Dead Man's Gold**
   By T. C. BRIDGES.
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   By A. E. CHAPMAN.
3. **The King's Pipe**
   By Capt. J. E. GURDON.
4. **Royal Messenger**
   By F. W. HOWE.
5. **Cubs to the Rescue**
   By R. S. LYONS.
6. **In Quest of the Black Orchid**
   By C. B. RUTLEY.
   Edited for School Use by C. DEALTRY.
   (The Nomad Readers.) (1s. each. Warne.)

1. **How Men have kept their Records**
   By M. LIPMAN.
2. **Wires round the Earth**
   By VELMA STOUT.
3. **To Far Cathay : Stories of Marco Polo**
   By W. C. BAGLEY, Jr.
   (Our Changing Times, in Basic English.) (1s. each. Nelson.)

1. **Stories, Essays and Poems**
   By HILAIRE BELLOC.
2. **To the Lighthouse**
   By VIRGINIA WOOLF.
3. **A Book of the "Bounty"**
   By WILLIAM BLIGH and others.
   (Everyman's Library.) (2s. net each. Dent.)

Comprehension Tests on Reading for Action, Book 6
Compiled by A. STAMP. (3d. Nelson.)

Lector Readings
Edited by E. LUCIA TURNBULL. Series 3. (1s. 6d. Nelson.)

Meaning and Style : a Selection of Extracts from Writers of the Fourteenth Century to the Present Day, for the Study of English Prose in Upper Forms.
By A. F. SCOTT. (2s. 6d. Macmillan.)

1. **The Very Little Dragon and other Stories**
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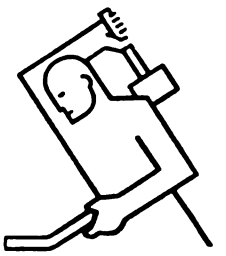

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* * *

Dramatic Art.—A New Year Vacation Course of the Art of Acting and Dramatic Production, organized by the Little Theatre, Citizen House, Bath, will be held at the Everyman Theatre, Hampstead, from December 30 to January 8. This Course will include a thoroughly practical and individual training in every branch of play production and stage technique. Acting parts are guaranteed to every member, if desired, and public performances are given at the close of the course. The plays put into rehearsal will include Shakespearean, eighteenth-century and every type of modern drama, including poetic drama, impressionist plays and phantasy, also plays specially suitable for schools and communities, so that every member obtains as wide a knowledge as possible of every form of production. Special programmes for schools and colleges will be rehearsed and the acting of mime ballads and dramatization will form a considerable feature of the course. All properties, scenery, &c., used in the public performances will be made during the course by members, so that the final productions provide demonstrations of the most practical interest. The course will be limited to some fifty men and women in order that the maximum personal tuition may be given. A cordial invitation to attend the final performance of plays at the Everyman Theatre, to be given by the members of the Vacation Course on Sunday, January 8, at 2.30 p.m., is given to those readers of *The Journal* who are unable to attend the course. Application for free invitation tickets should be addressed to the Hon. Sec., Little Theatre, Citizen House, Bath, and should be accompanied with a stamped addressed envelope.

* * *

Vacation School of History.—The second session of the Historical Association's Revision School of History will be held at Aberystwyth from Thursday, April 6, to Thursday, April 13, 1939. The aim of the school is to interpret the results of recent research in certain subjects of major importance to teachers of history and to provide guidance in the best ways of approaching the material made available by modern scholarship. The School will be divided into the following five study groups: English Constitutional Developments, 1200 to 1400. Economic Changes 1484 to 1714. European Alliances and International Diplomacy, 1815 to 1914. International Relations, Versailles to Locarno. The Special Characteristics of Modern Welsh History. Accommodation has been arranged in Alexandra Hall, a hostel of the University College. The classes will be held in the College and members of the school will have facilities from the College libraries. The fee for tuition and residence

(*Continued on page 794*)

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For Announcements of SCHOOL TRANSFERS, Partnerships, SALES, &c., "The Journal of Education" remains unrivalled. The Advertisement Rate for these sections is Ninepence a line of small type. Minimum charge, Seven Shillings and Sixpence. If displayed the charge is according to space. Prepaid Advertisements of Posts Wanted, and of offers of Hostel Accommodation, are accepted at a specially low rate: 30 words for 3s.; 40 words for 4s.; 50 words for 5s.; and so on.

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is six guineas (five and a half guineas for members of the Historical Association). Inquiries should be addressed to Prof. Treharne, Hillside, Bryn-y-mor Road, Aberystwyth.

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Travelling Scholarships for Safety Students.—A travelling scholarship to the value of £100 is offered by the National " Safety First " Association to the writer of the best essay on " The Prevention of Accidents Among Young People." The scholarship has been provided by the generosity of Imperial Chemical Industries, Ltd., and is designed to promote the study of accident prevention. The scholarship fund will be expended on a visit to the United States or Canada or both during the summer of 1939. The successful candidate will be required to submit a report on return and if this report satisfies the examiners a further monetary award not exceeding twenty guineas might be given. Entrants must be between the ages of 18 and 25 and must be students either whole or part time at a recognized educational institute, college or university, or be articled apprentices. Both sexes are eligible for entry. The essay must consist of not more than 5,000 words and should deal with either road or industrial accidents. The award will be given subject to the entrant satisfying the judges at an oral examination to be held in London. The closing date for receipt of entries will be March 1, 1939. Entry forms and all additional particulars may be had on application to the General Secretary, National " Safety First " Association, 52 Grosvenor Gardens, London, S.W. 1.

* * *

North of England Education Conference, Liverpool.—The Conference for 1939 will be held in Liverpool on January 4, 5 and 6, in St. George's Hall and Picton Hall. Admission to the Conference will be by ticket, to be obtained from the Hon. Secretary, Education Office, 14 Sir Thomas Street, Liverpool, 1, for a fee of 5s. for each individual enrolling. There will be four papers of General Character to be read at full meetings and ten of Sectional Character. The Papers of General Character are: " The Training of Teachers," by Mrs. E. V. Parker; " Music in the School Curriculum," by Dr. J. E. Wallace; " The Relation between the Juvenile Court and the Education Authority," by Mr. W. H. Foyster; and " The problem of the extra year at school from the point of view of the teacher," by Mr. Arthur Greenough. Those of sectional character are: " The New Regulations for the School Certificate and their effect on the Secondary School," by Mr. J. R. Edwards; " Recent developments in the education of young children," by Miss H. K. F. Gull; " Regional Co-operation of Juvenile Employment Committees," by Mr. J. Fogg, M.B.E.; " The Children's Library in its relation to the School," by Mr. J. F. Smith; " The Use and Abuse of Folk Stories and Songs in the Junior School," by Mr. F. F. Potter; " Future Development of Technical Education for Women," by Miss C. A. Kemp; " Medical Inspection and Physical Fitness," by Miss J. M. Macfarlane; " Methods of Entrance of Pupils to Secondary Schools," by Mr. A. Lea Perkins; " Method of award of State and Local Education Authority University Scholarships," by Mr. A. M. Gibson; " The position of the Junior Technical School as affected by the School-leaving Age," by Mr. H. J. Cull. Receptions, visits and exhibitions are also being arranged.

Messrs. J. M. Dent & Sons, Ltd., have issued *Dent's Almanack*, an annual which is to replace their quarterly periodical, *The Bookmark*. The first issue makes an attractive little book of ninety-six pages, and consists mainly of excerpts from, and reviews of recent books published by Messrs. Dent. The opening pages are devoted to brief accounts of speeches delivered on the occasion of the jubilee of the firm on October 20, followed by a calendar of outstanding events in the firm's history.

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New Members receive in return for the Entrance fee: **The Principles of the I.P.A., What is Phonetics?** by H. E. Palmer, and **La Phonétique appliquée à l'Enseignement de la Lecture,** by P. Passy.—List of other publications and prices and back numbers of Le Maître Phonétique (from 1889) on application.

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